

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#) [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: Essential data to support completion of this LCAP. Please analyze the LEA’s full data set; specific links to the rubrics are also provided within the template.

LEA Name	Sierra Vista Charter High School		
Contact Name and Title	Tammy Aldaco, Principal	Email and Phone	Tammy.aldaco@tulare.k12.ca.us 559-687-7384

2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them.

A dependent charter of the Tulare Joint Union High School District, Sierra Vista Charter High School (SVCHS) was originally Sierra Vista High School, and was developed in 1984 as an alternative for students who would otherwise be unable to attend school within a traditional setting. In 2014, the school converted to a charter high school. Our program is open to all students and offers both, a traditional independent study method of instruction, as well as online instruction options. An internal review of the independent study program and the need to provide additional options to enhance student opportunities and performance within the independent study program were the impetus for the development of a charter high school. The vision and purpose of Sierra Vista Charter High School is to provide a quality developmental program addressing the academic, career, and personal/social development of all students. Our program is a vital part of the mission of the Tulare Joint Union High School District. Our program supports, facilitates, and maximizes personal and academic achievement for all students, is proactive and preventative in its focus, assists students in acquiring and utilizing life-long learning skills, provides services to enhance academics, encourages self-awareness, fosters interpersonal communication skills, develops college and career readiness skills, and prepares all students to be contributing members of society. Sierra Vista Charter High School is part of the Tulare Joint Union High School District and is located in a unique community nestled within the heart of one of the most fertile agricultural regions in the San Joaquin Valley. The district encompasses a community of more than 78,000 residents who are passionate about the quality of life for our students during their school-age years and beyond. The district currently serves over 5,500 students. Sierra Vista Charter High School staff are committed to providing all students with a safe, nurturing educational environment that inspires students to reach their individual potential. Sierra Vista Charter High School is comprised of a diverse population of students in grades 9-12, and is comprised of 91% socio-economically disadvantaged, 18% students with disabilities and 18% English language learners (Source:

2017-18 CalPADS). Sierra Vista Charter High School is using the LCAP process to identify areas of needed improvement. The LCAP will highlight goals which focus on improving student achievement for all students, but more specifically students that are low income (LI), English-language learners (EL), and Foster youth (FY).

LCAP HIGHLIGHTS

Identify and briefly summarize the key features of this year's LCAP.

In this year's LCAP, we will continue to focus on preparing all students to be college and career ready, increase the English Language acquisition of our English Learners and provide a safe and welcoming environment to all of our students. Based on stakeholder input, we have made changes to our metrics in order to be able to better identify our district's strengths and needs. One of these changes is monitoring the percentage of students with a C or better in English, mathematics, history and science versus a D or better. At the district level, we have also added an ELD coordinator position to support our teachers in meeting the needs of our English Learners. At SVCHS, we have added a part-time ELD teacher to provide additional support our EL students. Additional actions have also been included to better support a positive learning environment, such as adding an additional LVN to support our alternative schools and continuing to build our PBIS program.

REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

GREATEST PROGRESS

Although our dashboard does not show any data in each of the areas for low-income students, English learners, and foster youth, our local performance indicators show an increase in the number of students passing their courses with a C or better in English, math and science. Also, unofficial scores show an increase in our graduation rate, yet, this is still an area of focus for our site. We plan on continuing to support these areas through the offering of professional development and extra support courses for our students.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

GREATEST NEEDS

Based on the pilot Dashboard data and local performance indicators, our graduation rate is very low. We plan on continuing to support this area through providing a cohesive professional development plan for our staff, as well as continuing to offer support classes for our students, and opportunities for credit recovery. Also, based on the data, our greatest area of need is meeting and/or exceeding CAASPP in math. Currently 0% of our students have met or exceeded the standards in the 2016-17 school year. We plan on offering continued support in this area through professional development for staff and extra academic support for the students throughout the school year.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

PERFORMANCE GAPS

Based on the Dashboard data, the graduation rate is indicating a level of “Very Low”. Our overall student percentage is 56.6, and our Hispanic percentage is 48.5. We plan on continuing to support this area through providing a cohesive professional development plan for our staff, as well as continuing to offer support classes for our students, and opportunities for credit recovery.

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

See LCAP Highlights

BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION

AMOUNT

Total General Fund Budget Expenditures for LCAP Year

\$69,196,494

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year

\$257,910

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

The General Fund Budget Expenditures not included in our LCAP is as follows:

- Facilities
- Utilities
- Transportation
- Classified staff
- Certificated staff
- Supplies

\$978,044

Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2017-18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

<h2>Goal 1</h2>	All students will graduate college and career ready.
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State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
COE 9 10
LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Increase the percentage of students passing their ELA courses with a C or better based on semester grades from 63% to 68%.

Increase the percentage of students passing their Math courses with a C or better based on semester grades from 55% to 58%.

Increase the percentage of students meeting or exceeding the standards in English on the California Assessment of Student Performance and Progress (CAASPP) from 29% to 32%.

Increase the percentage of students meeting or exceeding the standards in Math on the California Assessment of Student Performance and Progress (CAASPP) from 4% to 6%.

Increase the percentage of students passing their Science course with a C or better based on semester grades from 66% to 70%.

Increase the percentage of students passing their Social Studies course with a C or better based on semester grades from 70% to 72%.

ACTUAL

Increased the percentage of students passing their ELA courses with a C or better based on semester grades increased from 63% to 68%.

Increased the percentage of students passing their Math courses with a C or better based on semester grades increased from 55% to 73%.

The percentage of students meeting or exceeding the standards in English on the California Assessment of Student Performance and Progress (CAASPP) decreased from 29% to 21%.

The percentage of students meeting or exceeding the standards in Math on the California Assessment of Student Performance and Progress (CAASPP) decreased from 4% to 0%.

The percentage of students passing their Science course with a C or better slightly increased from 66% to 66.2%.

The percentage of students passing their Social Studies course with a C or better slightly decreased from 70% to 69.3%.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **1**

<p>Actions/Services</p>	<p>PLANNED #1 Continue to provide PLC/PD release time both during and after the school day to focus on supporting teachers in meeting the needs of our students, specifically our students at-risk of not being college and career ready.</p>	<p>ACTUAL #1 Continue to provide PLC/PD release time both during and after the school day to focus on supporting teachers in meeting the needs of our students, specifically our students at-risk of not being college and career ready.</p>
<p>Expenditures</p>	<p>BUDGETED 1000-1999: Certificated Personnel Salaries LCFF \$6,750</p>	<p>ESTIMATED ACTUAL 1000-1999: Certificated Personnel Salaries LCFF \$1,115</p>

Action **2**

<p>Actions/Services</p>	<p>PLANNED #2 Provide English language arts and mathematics support courses provided by staff members during the school day, Reconnecting Youth course, and using Read 180 and Math 180 to support English learners and special education students.</p>	<p>ACTUAL #2 Provide English language arts, science and mathematics support courses provided by staff members during the school day, using Math 180 to support those students struggling in math.</p>
<p>Expenditures</p>	<p>BUDGETED 1000-1999: Certificated Personnel Salaries LCFF \$3,120 4100: Core Curricular Materials \$12,000</p>	<p>ESTIMATED ACTUAL 1000-1999: Certificated Personnel Salaries LCFF \$430 4100: Core Curricula Materials \$21,437</p>

Action **3**

<p>Actions/Services</p>	<p>PLANNED #3 Provide credit recovery courses for students at-risk of not graduating through Edgenuity and Plato.</p>	<p>ACTUAL #3 Provide credit recovery courses for students at-risk of not graduating through Edgenuity and Plato.</p>
<p>Expenditures</p>	<p>BUDGETED 1000-1999: Certificated Personnel Salaries LCFF \$48,600 4100: Core Curricula Materials LCFF \$25,000</p>	<p>ESTIMATED ACTUAL 1000-1999: Certificated Personnel Salaries LCFF \$0 4100: Core Curricula Materials LCFF \$25,000</p>

Goal 1

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The actions included in Goal 1 aim at supporting all of our students to be college and career ready. This goal specifically includes providing continued professional development to our teachers in the area of common core standards, next generation science standards, and technology. The common core emphasis includes supporting all of our teachers with specific literacy strategies geared at emphasizing reading and writing skills in all courses. Teachers were also provided with time to collaborate in their teams and address how to better meet the needs of their students. Strengthening the mathematics performance of our students is also included in this goal through providing math support classes throughout the day and a math tutoring lab after school. This goal also includes actions that provide students with the opportunity to recover credits through classes offered after school, during winter intercession and summer school. Students were also provided with opportunities to prepare them for college and a career by taking CTE courses and also giving our juniors an opportunity to be part of a junior career day to explore and learn more about careers in their interest area.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Our metrics indicate that we have been making progress towards all of our students being college and career ready. We did have an increase in the percentage of students passing math and English with a C or better. The science passage rates of a C or better remained about the same but had a very slight decrease of students passing social studies.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We had material differences between Budgeted Expenditures and Estimated Actual Expenditures in the following areas:

- The PLC/PD release time and most of the English Language and math support was set up throughout the school day so the \$6,750 was not used to support the extra certificated personnel salaries. We did, however, expend beyond the \$12,000 and used \$21,437 in core curricula materials.
- The district used funding to pay for the certificated personnel salaries for credit recovery so the \$48,600 was not expended. SVCHS did pay for the Edgenuity program.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

After reviewing the metrics associated with this goal, as well as the information collected from our stakeholders, we will continue with all the actions included in this goal.

Goal 2

All English Learners will improve their English Language Acquisition and achievement.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Increase the percentage of students scoring proficient or above on the CELDT from 47% (based on district's 2015-16 calculations) to 50%.
 Increase the number of students reclassified as English proficient from 0% to 10%.
 Increase the percentage of EL students passing Social Studies courses with a C or better based on semester grades from 71% to 74%.
 Increase the percentage of EL students passing mathematics courses with a C or better based on semester grades from 23% to 25%.
 Increase the number of EL students passing Science courses with a C or better based on semester grades from 45% to 48%.

ACTUAL

The percentage of students scoring proficient or above on the CELDT increased from 47% (based on district's 2016-17 calculations) to 51%.
 The number of students reclassified as English proficient increased from 0% to 40%.
 The percentage of EL students passing Social Studies courses with a C or better based on semester grades increased from 71% to 75%.
 The percentage of EL students passing mathematics courses with a C or better based on semester grades increased from 23% to 50%.
 The percentage of EL students passing Science courses with a C or better based on semester grades increased from 45% to 67%.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **1**

Actions/Services

PLANNED
 #1 Provide ELD support in the student's schedule.

ACTUAL
 #1 Provide ELD support in the student's schedule.

Expenditures	BUDGETED	ESTIMATED ACTUAL
	1000-1999: Certificated Personnel Salaries LCFF \$19,460	1000-1999: Certificated Personnel Salaries LCFF \$16,700

Action **2**

Actions/Services	PLANNED	ACTUAL
	#2 Provide staff development on embedding ELD standards and instructional strategies in Social Studies, Mathematics and Science.	#2 Provided staff development on embedding ELD standards and instructional strategies in Social Studies, Mathematics and Science.

Expenditures	BUDGETED	ESTIMATED ACTUAL
	1000-1999: Certificated Personnel Salaries LCFF \$3,790	1000-1999: Certificated Personnel Salaries LCFF \$0

Goal 2

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The actions included in Goal 2 aim at supporting our English Learners in the acquisition of the English Language. This goal specifically includes providing professional development in the area of the English Language Development standards to our teachers, as well as provide them with strategies to support their English Learners. This goal also includes providing courses in the master schedule to support English Learners with the acquisition of the English Language.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Our metrics indicate that we have been making some progress towards the acquisition of the English Language by our English Learners. All areas in our metrics have shown an increase. These were the percentage of students scoring proficient or above on the CELDT and the percent of students passing their social studies, mathematics and science courses with a C or better. There was significant growth on the percentage of EL students being reclassified as English proficient.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We had material differences between Budgeted Expenditures and Estimated Actual Expenditures due to the district paying for staff development offered in order to ensure the ELD standards and instructional strategies are embedded in the social studies, math and science curriculum.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

After reviewing the metrics associated with this goal, as well as the information collected from our stakeholders, we will continue with all the actions included in this goal. The district ELD coordinator will continue to facilitate the collaboration among core teachers of English Learners in the four core areas, this includes discussing the needs of the students and how to best meet these needs. We will maintain the staffing of an EL Teacher who will support the EL students in each of the subject areas. Additionally, an EL support lab will continue to be built into the master schedule.

Goal 3

All students will be part of a positive learning environment where they feel welcomed, valued, safe and engaged as part of a greater community.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Increase the pupil-to-counselor ratio at 150:1.

Increase the number of registrations on the District's Parent Link app, measured by the software provider from 24 to 30.

Increase SVCHS's average attendance rate from 71% to 75%.

ACTUAL

Decreased the pupil-to-counselor ratio to 92:1.

The district switched mid-year to Aeries Communications.

Increased SVCHS's average attendance rate from 71% to 83.5%.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action

1

Actions/Services

PLANNED

#1 Continue to provide Parent link app to communicate information to parents. Provide training to staff on use of Parent Link.

PLANNED

#1 Continued to provide Parent link app to communicate information to parents. Provided training to staff on use of Parent Link.

Expenditures	BUDGETED 1000-1999: Certificated Personnel Salaries LCFF \$560	ESTIMATED ACTUAL 5800: Certificated Personnel Salaries LCFF \$00
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Action **2**

Actions/Services	PLANNED #2 Maintain 1 FTE counselor at SVCHS.	ACTUAL #2 Maintained 1 FTE counselor at SVCHS.
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Expenditures	BUDGETED 1000-1999: Certificated Personnel Salaries LCFF \$145,630	ESTIMATED ACTUAL 1000-1999: Certificated Personnel Salaries LCFF \$145,630
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Action **3**

Actions/Services	PLANNED #3 Provide Positive Behavioral Intervention Strategies and Support Student incentives	ACTUAL #3 Provided Positive Behavioral Intervention Strategies and Support Student incentives.
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Expenditures	BUDGETED 43000: Materials and Supplies \$1,500	ESTIMATED ACTUAL 43000: Materials and Supplies \$1,007
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Goal 3

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The actions included in Goal 3 supports our school site in creating a positive learning environment, where all students feel welcomed, safe and engaged. This goal specifically includes providing services at our sites that support the well-being of our students. Implementing a counselor full-time has given the students the consistent on-going support throughout each day to aide in academic, emotional and social support. We have also worked on providing incentives to support PBIS program. Another area of emphasis in this goal is parent communication. This includes promoting parent attendance at school activities, parent advisory committees and also using a variety of communication tools, such as Parent Link.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Our metrics indicate that we have been making progress towards fostering a positive learning environment. Our attendance rate has increased by 12% and our site continues to develop interventions to support students who have behavior challenges. There was also an increase in the number of parents who have registered for a Parentlink account.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Our district had material differences between Budgeted Expenditures and Estimated Actual Expenditures in the following areas:

- The amount estimated for Parent Link training for staff was not offered this year. Parent Link was only used by the principal and counselor. Also, the district changed the communication tool mid-year to Aeries Communications. Our goal is to expand and offer the training to teachers so they can also use it starting the 2018-19 school year.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

After reviewing the metrics associated with this goal, as well as the information collected from our stakeholders, we will continue with all the actions included in this goal.

Stakeholder Engagement

LCAP Year 2018–19 2019–20 2020–21

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

LCAP information and consultation sessions are held with CTA and CSEA. Union representatives attend BAC meetings and School Services budget session. Union bargaining sessions include LCAP considerations and discussions.

LCAP information was presented in English and Spanish. Stakeholder input was gathered at site staff meetings, School Site Council, parent organization meetings, and through online surveys in English and Spanish.

Superintendent's Cabinet discusses development and completion of LCAP with regard to staffing needs and LCAP timeline for public hearing and budget approval.

Board of Trustees reviews LCAP goals and impact on multi-year projections.

Meeting Dates:

BAC – 10/31/17, 11/8/17, 1/23/18, 4/3/18, 5/22/18

CSEA – 8/24/17 (A CSEA member is also a representative to our BAC meetings)

CTA – 5/18/18, 5/23/18 (A CTA member is also a representative to our BAC meetings)

Cabinet/Principal's Meetings – 8/7/17, 8/29/17, 10/5/17, 10/19/17, 11/2/17, 11/15/17, 2/15/18, 3/13/18, 4/19/18, 5/17/18

Board of Trustees – 10/9/17, 11/16/17, 2/1/18, 2/15/18, 5/17/18, 6/5/18, 6/21/18

School Services of California May Revise – 5/21/18, attended by CTA, CSEA and district staff

Sierra Vista Charter High School

- Staff Meeting – August 16, 2017
- School Site Council – September 25, 2017
- School Site Council – February 28, 2018
- Site Advisory – January 17, 2018
- School Site Council – April 30, 2018

IMPACT ON LCAP AND ANNUAL UPDATE

How did these consultations impact the LCAP for the upcoming year?

Information was shared with each stakeholder group on the LCAP actions that had been accomplished and the outcomes on metrics being collected. Monthly information was also shared with the Board of Trustees on actions, with updates after BAC meetings on the metrics and progress. Feedback in the form of surveys, as well as suggestions from the face to face meetings with the various stakeholders at the meetings listed above resulted in actions with accompanied funding, including staffing considerations, were drafted into the LCAP. Need for additional staffing considerations were drafted into the LCAP. Board of Trustees transparently displayed the actions proposed as well as a summary of the feedback from the various stakeholder groups. Between January 17, 2018 and March 23, 2018, feedback was solicited from each stakeholder group. From April 11– May 22, revisions and edits to the next 3-year plan were made. On May 22nd, the draft LCAP was further edited by the BAC in the following areas: college and career readiness, English language acquisition and achievement, and school climate. Based on the feedback from our stakeholder meetings, we will continue to focus on preparing all students to be college and career ready, increase the English Language acquisition of our English Learners and provide a safe and welcoming environment to all of our students. Our stakeholder's also suggested changes to our metrics in order to be able to better identify our district's strengths and needs. One of these changes is monitoring the percentage of students with a C or better in English, mathematics, history and science versus a D or better. We have also added an ELD coordinator position to support our teachers in meeting the needs of our English Learners.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

New Modified Unchanged

Goal 1

All students will graduate college and career ready.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

Identified Need

Even though our data shows growth on the percentage of students passing their English, math and science courses, there is still a continuing need to support our students to be college and career ready. This includes continuing to support our students so that they are able to demonstrate proficiency in English and Mathematics, as well as, meeting or exceeding the standards on the CAASPP ELA and math. We also need to continue to increase our overall graduation rate and support our students in science, so that they are able to think like scientists.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Passing rate of C or better in ELA courses based on semester grades	63%	68% (Actual 67.7%)	73%	78%
Passing rate with a C or better in Mathematics courses based on semester	55%	58% (Actual 72.5%)	61%	64%

grades				
Percentage of students meeting or exceeding the standards in English on the California Assessment of Student Performance and Progress(CAASPP)	29%	32% (Actual 21%)	36%	40%
Percentage of students meeting or exceeding the standards in Mathematics on the California Assessment of Student Performance and Progress(CAASPP)	4%	6% (Actual 0%)	8%	10%
Passing rate of C or better in Science courses based on semester grades	66%	70% (Actual 66.2%)	74%	78%
Passing rate of a C or better in Social Studies courses based on semester grades	70%	72% (Actual 69.3%)	74%	76%
Students enrolled in CTE courses	20	23 (Actual 58)	26	30
English EAP rates	4%	8% (Actual 5%)	12%	16%
Mathematics EAP rates	0%	2% (Actual 5%)	4%	6%
Graduation rate	43%	50% (Actual 66.7%, official 2016-17 rate will be released in June)	57%	64%
Dropout Rate	57%	50% (Actual 28.1%, official 2016-17 rate will be released in June)	43%	36%

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input checked="" type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input checked="" type="checkbox"/> Specific Schools: <u>Sierra Vista Charter High</u>	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
#1 Continue to provide PLC/PD release time both during and after the school day to focus on supporting teachers in meeting the needs of our students, specifically our students at-risk of not being college and career ready.	#1 Continue to provide PLC/PD release time both during and after the school day to focus on supporting teachers in meeting the needs of our students, specifically our students at-risk of not being college and career ready.	#1 Continue to provide PLC/PD release time both during and after the school day to focus on supporting teachers in meeting the needs of our students, specifically our students at-risk of not being college and career ready.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$6,750	Amount: \$6,750	Amount: \$6,750
Source: Concentration	Source: Concentration	Source: Concentration
Budget: 1000-1999: Certificated Personnel	Budget: 1000-1999: Certificated	Budget: 1000-1999: Certificated Personnel

Reference

Salaries

Reference

Personnel Salaries

Reference

Salaries

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students with Disabilities [Specific Student Group(s)] _____

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Group(s) Schoolwide **OR** Limited to Unduplicated Student

Location(s)

All schools Specific Schools: Sierra Vista Charter High Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

PLANNED

#2 Provide English language arts and mathematics support courses provided by staff members during the school day, Reconnecting Youth course, and Math 180 to support English learners and special education students.

2018-19

New Modified Unchanged

#2 Provide English language arts, mathematics and science support courses provided by staff members during the school day, Reconnecting Youth course, and Math 180 to support English learners and special education students.

2019-20

New Modified Unchanged

#2 Provide English language arts, mathematics and science support courses provided by staff members during the school day, Reconnecting Youth course, and Math 180 to support English learners and special education students.

BUDGETED EXPENDITURES

2017-18

Amount \$3,120

Source Concentration

2018-19

Amount \$3,200

Source Concentration

2019-20

Amount \$3,290

Source Concentration

Budget Reference

1000-1999 Certificated Personnel Salaries

Budget Reference

1000-1999 Certificated Personnel Salaries

Budget Reference

1000-1999 Certificated Personnel Salaries

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students with Disabilities [Specific Student Group(s)] _____

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All schools Specific Schools: Sierra Vista Charter High Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
#3 Provide credit recovery courses for students at-risk of not graduating through Edgenuity and Plato.	#3 Provide credit recovery courses for students at-risk of not graduating through Edgenuity and Plato.	#3 Provide credit recovery courses for students at-risk of not graduating through Edgenuity and Plato.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$48,600	Amount: \$49,400	Amount: \$50,200
Source: Concentration	Source: Concentration	Source: Concentration
Budget Reference: 1000-1999 Certificated Personnel Salaries	Budget Reference: 1000-1999 Certificated Personnel Salaries	Budget Reference: 1000-1999 Certificated Personnel Salaries

Amount	\$25,000	Amount	\$25,000	Amount	\$25,000
Source	Concentration	Source	Concentration	Source	Concentration
Budget Reference	41000 Core Curricular Materials	Budget Reference	41000 Core Curricular Materials	Budget Reference	41000 Core Curricular Materials

New
 Modified
 Unchanged

Goal 2

All English Learners will improve their English Language Acquisition and achievement.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

Identified Need

Even though, our data shows growth districtwide on the percentage of English Learners passing their Mathematics, History and Science classes at semester, based on the CAASPP test scores there is still a significant gap in the performance of all students and English learners. Currently, the graduation rate for English Learners is also about the same as the overall rate. This means that we need to continue to support our English Learners with their English Language Acquisition and overall achievement.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of students scoring proficient or above on the CELDT	47%	50% (Actual 51%)	53%	56%
Reclassification Rate	46%	48% (Actual 40%)	50%	52%

Passing rate of C or better for English Learners in Mathematics courses based on semester grades	23%	28% (Actual 50%)	33%	38%
Passing rate of C or better for English Learners in Social Studies courses based on semester grades	71%	74% (Actual 75%)	77%	80%
Passing rate of C or better for English Learners in Science courses based on semester grades	45%	48% (Actual 66.7%)	51%	54%
Percentage of English Learners meeting or exceeding the standards in English on the California Assessment of Student Performance and Progress(CAASPP)	0% (2015-16 Data)	4% (Actual 9%, 2016-17 Data)	6%	8%
Percentage of English Learners meeting or exceeding the standards in Mathematics on the California Assessment of Student Performance and Progress(CAASPP)	0% 2015-16 Data)	2% (Actual 0%, 2016-17 Data)	4%	6%
Graduation rate for English Learners	50%	55% (Actual 66.7%, 2016-17 Data)	60%	65%
Dropout rate for English Learners	50%	45% (Actual 26.7% 2016-17 Data)	40%	35%

Maintain implementation of English Language Development Standards in English, Mathematics and History and implement in Science

Maintain implementation of English Language Development Standards in English, Mathematics and History and implement in Science

Maintain implementation of English Language Development Standards in English, Mathematics and History and implement in Science

Maintain implementation of English Language Development Standards in English, Mathematics and History and implement in Science

Maintain implementation of English Language Development Standards in English, Mathematics and History and implement in Science

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s)	<input checked="" type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input checked="" type="checkbox"/> Specific Schools: <u>Sierra Vista Charter High</u>	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
#1 Provide ELD support in the student's schedule.	#1 Provide ELD support in the student's schedule.	#1 Provide ELD support in the student's schedule.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$19,460	Amount \$19,000	Amount \$20,100
Source Concentration	Source Concentration	Source Concentration
Budget Reference 1000-1999: Certificated Personnel Salaries	Budget Reference 1000-1999: Certificated Personnel Salaries	Budget Reference 1000-1999: Certificated Personnel Salaries

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: Sierra Vista Charter High Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
#2 Continue to provide staff development on embedding ELD standards and instructional strategies in the Social Studies, Mathematics and Science.	#2 Continue to provide staff development on embedding ELD standards and instructional strategies in the Social Studies, Mathematics and Science.	#2 Continue to provide staff development on embedding ELD standards and instructional strategies in the Social Studies, Mathematics and Science.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$3,790	Amount \$3,840	Amount \$3,900
Source Concentration	Source Concentration	Source Concentration
Budget Reference 1000-1999: Certificated Personnel Salaries	Budget Reference 1000-1999: Certificated Personnel Salaries	Budget Reference 1000-1999: Certificated Personnel Salaries

New Modified Unchanged

Goal 3

All students will be part of a positive learning environment where they feel welcomed, valued, safe and engaged as part of a greater community.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

Identified Need

Based on the participation rates of our parents, we need to continue to engage our parents in the education of their students. Our survey results also show that we need to continue to support the social and emotional needs of our students. This includes providing training to our staff on how to build connections with their students.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Pupil-to-counselor ratio	138:1	150:1 (Actual 92:1)	175:1	200:1
Number registrations on the districts Parent Link app	32	42 (We switched mid-year to Aeries Communications)	52	62
Attendance Rate	81.4%	83% (Actual 79.02%)	85%	87%
Suspension Rate	.3%	.2% (Actual .4%)	.1%	0%
Expulsion Rate	.007%	0% (Actual 1.43%)	0%	0%

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: <u>Sierra Vista Charter High</u>	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
#1 Continue to provide Parent Link app to communicate information with parents. Provide training to staff on use of Parent Link.	#1 Continue to provide Aeries Communication to communicate information with parents. Provide training to staff on use of Aeries Communication.	#1 Continue to provide Aeries Communication to communicate information with parents. Provide training to staff on use of Aeries Communication.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$560	Amount: \$570	Amount: \$580
Source: Concentration	Source: Concentration	Source: Concentration
Budget Reference: 1000-1999: Certificated Personnel Salaries	Budget Reference: 1000-1999: Certificated Personnel Salaries	Budget Reference: 1000-1999: Certificated Personnel Salaries

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
#2 Continue the 1 FTE Counselor position at SVCHS	#2 Continue the 1 FTE Counselor position at SVCHS	#2 Continue the 1 FTE Counselor position at SVCHS

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$145,630	Amount: \$147,850	Amount: \$150,100
Source: Concentration	Source: Concentration	Source: Concentration
Budget Reference: 1000-1999:Certificated Personnel Salaries	Budget Reference: 1000-1999:Certificated Personnel Salaries	Budget Reference: 1000-1999:Certificated Personnel Salaries

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Group(s) Schoolwide **OR** Limited to Unduplicated Student

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
#3 Continue with Positive Behavioral Intervention and Support Student incentives.	#3 Continue with Positive Behavioral Intervention and Support Student incentives.	#3 Continue with Positive Behavioral Intervention and Support Student incentives.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$1,500	Amount	\$1,500	Amount	\$1,500
Source	Concentration	Source	Concentration	Source	Concentration
Budget Reference	4000-4999 Materials and Supplies	Budget Reference	4000-4999 Materials and Supplies	Budget Reference	4000-4999 Materials and Supplies

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

2017–18 2018–19 2019–20

Estimated Supplemental and Concentration Grant Funds:

\$211,101

Percentage to Increase or Improve Services:

27.52 %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds ([see instructions](#)).

District demographics indicate that 72% of our students qualify for Free & Reduced meals, 16% are English learners, and 1% are Foster Youth. Because these groups represent a significant percentage of our population, our stakeholders have determined all district goals are designed to close the achievement gap, provide additional learning opportunities, and meet the needs of these targeted students. The district's unduplicated eligible students comprise 73% of our student population. In closing the achievement gap and implementing our goals, our stakeholders have determined the best approach is to allow the remaining 27% of students to automatically receive similar services. By providing these services at district-wide, we are able to serve the populations that generated these funds. The factions in our LCAP are offered/implemented schoolwide, but are principally directed at our unduplicated pupils.

All of the goals and action plans will remain the same for the 2018-19 school year. Sierra Vista Charter High School will provide the following:

- English language arts, math and science support courses provided by staff members during the school day and after school. We will also provide Reconnecting Youth and Math 180.
- Credit Recovery courses will be provided after school, during the winter break and during the summer
- Professional development will be provided in the areas of ELD standards implementation, college and career readiness
- SVCHS will maintain a FTE counselor
- Provide professional development to help improve on communication between the teachers and the parents
- Continue to support Positive Behavioral Intervention and Support (PBIS) incentives

Local Control and Accountability Plan and Annual Update Template Instructions

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, mark the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under EC Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, mark the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by checking “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is checked, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA’s overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see [Demonstration of Increased or Improved Services for Unduplicated Students](#) section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must select one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, place a check mark next to “Limited to Student Groups”.

For charter schools and single-school school districts, “LEA-wide” and “Schoolwide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use “LEA-wide” to refer to all schools under the charter and use “Schoolwide” to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

New/Modified/Unchanged:

- Check "New" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Check "Modified" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Check "Unchanged" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may check "Unchanged" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by EC sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
 - b. Mathematics – CCSS for Mathematics
 - c. English Language Development (ELD)
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. A broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in 5 *CCR* Section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) "High school graduation rate" shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?