

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](#): 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	Contact Name and Title	Email and Phone
Escondido Charter High School	Shawn Roner, Executive Director	sroner@echhs.org 760-737-3154

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

Escondido Charter High School (ECHS), entering its 23rd year in 2018-2019, is located in north San Diego County in the city of Escondido with an average enrollment of 800 students. It serves students through two distinct programs: Traditional Learning and Flex Learning, which includes a one to one independent study program. This variety of educational deliveries ensures that all students have their learning needs and styles met. The school's LCFF supplemental funding is based on its socioeconomically disadvantaged population, which is currently 41 percent of the school's enrollment.

LCAP Highlights

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

This year's LCAP will continue to focus on improving pupil learning. To this end, we have had great success with targeting the LCFF funds with a variety of interventions that benefit all students as well as the socioeconomically disadvantaged population. The funding and expansion of these interventions will continue for the 2018-19 school year.

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

ECHS continues to be a high-performing school. The LCFF Evaluation Rubrics (Dashboard) show that All Students have achieved a low suspension rate of 1.2 %. Moreover, the Socioeconomically Disadvantaged group, which comprised 41 percent of the school’s population, matched the suspension rate for all students. English/Language Arts (ELA) scores rose by 5 points for all students and by 9.5 points for the Socioeconomically Disadvantaged group.

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

All Students and the Socioeconomically Disadvantaged group were in the orange level for graduation rates. The graduation rate for All Students was 89.5%, but showed a 1.5% decline. The graduation rate for the Socioeconomically Disadvantaged group was 81.8%, but they did not show a decline from the previous year. We will analyze this indicator and take appropriate steps to improve it.

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

No student group was two or more levels below the “All Student” group.

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.

Increased or Improved services

ECHS will continue to provide and increase a variety of intervention services for low-income students, which is the group upon which its LCFF supplemental funding is based. These services include, but are not limited to: One-on-one tutorial; math lab; online tutorials; Homework Club; after-school tutorial; Saturday School, and additional support from Student Services for academic counseling and post-secondary school preparation.

Budget Summary

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

DESCRIPTION

AMOUNT

DESCRIPTION**AMOUNT**

Total General Fund Budget Expenditures For LCAP Year

\$9,222,200

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

\$1,219,665

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.

DESCRIPTION**AMOUNT**

Total Projected LCFF Revenues for LCAP Year

\$9,222,200

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.

Goal 1

Goal #1: Improve Pupil Learning

Student achievement will increase annually with a focus on mathematics.

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4, 7, 8

Local Priorities:

Annual Measureable Outcomes

Expected

Actual

All students will show gains in mathematics from the previous year, as demonstrated through any of the following metrics: grades, proficiency rates, standardized test scores, or any other measurable outcome.

Math scores declined by 5 points with 45% of All Students meeting or exceeding state standards.

Student achievement in other core subjects will be analyzed and compared to previous years. Gains or losses will be quantified through the use of any measurable outcomes including standardized tests, grades, proficiency rates etc.

ELA scores increased by 5 points with 82% of All Students meeting or exceeding state standards.

Student achievement in the low income subgroup will show gains from the prior year based on standardized test scores and any other measurable outcome.

Math scores declined by 3.5 points with 25.4% of Low Income students meeting or exceeding state standards.

ELA scores increased by 9.5 points with 77% of Low income students meeting or exceeding state standards.

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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>Technology Support and Expansion</u></p> <p>The school will maintain, expand, and support its technology network as needed in order to improve student achievement and facilitate Smarter Balanced assessments. Anticipated purchases and activities include:</p> <ul style="list-style-type: none"> • Renew license for "Illuminate" to track student academic performance. • Renew license for "It's Learning" a learning management system. This program contains the curriculum for our technology classes and supports the core curriculum in other classes. • Purchase additional computers and replacement computers as needed. • Identify achievement gaps using Synergy and Illuminate. • Update computers and peripherals as needed to facilitate Smarter Balanced testing. • Engage students and parents in achievement through the Synergy Parent Portal. • Maintain and expand online curricular content including math 	<p><u>Technology Support and Expansion</u></p> <p>LCFF funds allowed the school to maintain, expand, and support its technology network, which is an integral component to student learning, remediation, assessment, and communication.</p> <p>Licenses for both Illuminate and It's Learning were renewed, and student performance and gaps are identified using Synergy and Illuminate on an ongoing basis.</p> <p>Smarter Balanced testing was completed</p> <p>Students and parents continued to be engaged and informed through the Synergy Parent Portal.</p> <p><u>Flex Program</u></p> <p>All planned technology purchases were completed for the relatively new Flex Program. These purchases support the hybrid program, which utilizes a number of online resources for instruction and remediation.</p>	<p>Interventions: \$615,055</p> <p>Technology support and expansion:\$170,919</p>	<p>Interventions:\$907,747</p> <p>Technology support and expansion: \$159,022</p>

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

labs and Academic Writing

FLEX Program

- Purchase Chrome boxes and Chrome books for Learning Lab to support 85 students.
- Purchase flat screen TVs for classrooms, Multi-purpose Room and Learning Lab: about 10,
- Provide wiring and cabling to support new technology.
- Purchase licenses for Edgenuity, an online curriculum system

Interventions

Student performance will be analyzed, and weak areas will be identified. All students will have access to interventions to improve achievement especially in mathematics and English-language arts including but not limited to:

- Aide to teach grammar and provide academic support
- Math Review classes in addition to the regular math class
- Daily tutorial and online tutorial programs
- Math lab
- Summer school intervention programs

Interventions

The school provided a variety of intervention strategies to support all students and the low income group as well.

A dedicated grammar aide was not hired; however, a retired English teacher was employed to work one-on-one with struggling students to provide additional support. Additional support was added in the student services department with the designation of a teacher from each program (Traditional Classroom Program and Individualized Learning Program).

Math review classes were held in addition to the regular math class for additional support in mathematics, an area of need.

Daily tutorial and online tutorial programs were continued as well as the addition of Homework Club.

Math lab was open to students before and after school.

EGUMPP, an online program to teach grammar, usage, mechanics, punctuation, and writing was purchased to support freshmen students in their Academic Writing classes.

Summer School was held.

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

Flex Program Interventions

- Open Learning Lab for at least four hours on Monday morning (non-student day) where students can work on assignments and receive support.
- After school tutorials will be offered and assigned if necessary on Tuesday through Friday.
- Assignment to the Math Lab for remediation for failed courses or as an alternate course for
- Students who continue at risk into a second year in a math course.
- Parent/teacher conferences will be scheduled after the first grading period for 9th and 10th grade students who are at risk in two or more courses.
- Students may utilize summer packet courses, extensions to online courses and/or Math Lab in the summer for remediation.
- Student performance and grades will be discussed during weekly staff meetings in order to determine a corrective course of action.

Low Income Students:

Student performance in the low income subgroup will be analyzed, and targeted interventions will be provided utilizing the interventions listed above.

Flex Program Interventions

Open Learning Lab was offered, and after school tutorials were offered and assigned. Students struggling with math were assigned to the Math Lab for remediation or to make up a course.

Parent/teacher conferences were held.

Students who failed a course had the opportunity to attend Summer School or to repeat a course, whichever was appropriate. Packets courses were not utilized.

Staff discussed student performance and grades during weekly staff meetings to reach collaborative solutions to remediation and improve student performance.

Low Income Students:

Utilizing Illuminate, test results, grades, and other relevant performance measures, student performance in the low income subgroup was reviewed. In all cases, these students received the interventions

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

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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 and services were implemented to achieve the goal of improving pupil learning. Interventions were in place and needed technology was purchased and installed.

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

California Assessment of Student Performance and Progress (CAASPP) scores indicate that All Students and the Socioeconomically Disadvantaged group, which comprised 41 percent of the school's population, increased the ELA scores by a significant number. ELA scores rose by 5 points for all students, with 82% of the students meeting or exceeding the standards. For the Socioeconomically Disadvantaged group, ELA scores rose by 9.5 %, with 77% of the students meeting or exceeding the standards. In math, we saw a decline. Math scores declined by 5 points for all students, with 43% of the students meeting or exceeding the standards. For the Socioeconomically Disadvantaged group, math scores declined by 3.5 %, with 25.4% of the students meeting or exceeding the standards.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The school had almost \$300,000 in additional expenditures for Goal 1 in Interventions. Across the board, salaries were increased, resulting in \$38,000 in additional salary expenses. A new counselor was added and a part-time counselor removed, resulting in a net increase of \$95,060. A tutor position was eliminated from the budget for a decrease of \$21,500, but additional personnel were added for summer school, math, physics, and the math lab at a cost of \$141,300 for a net increase of \$119,800. In the Flex Lab, one teacher was added raising the cost of the lab by \$47,700.

In the Technology section of Goal 1, \$170,919 was budgeted; anticipated actual expenditures were \$159,022. There was an increase of \$12,000 in salaries for tech personnel. We also purchased \$14,000 worth of additional software in one category, but did not purchase \$14,000 in software in another category that we deemed to be obsolete.

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.

There were no changes made to this goal.

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.

Goal 2

Goal #2: Implementation of State Standards

State academic content and performance standards will be implemented and/or maintained in all courses based on the latest published standards adopted by the state Board of Education.

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4, 6, 7, 8

Local Priorities:

Annual Measureable Outcomes

Expected

Actual

All students will have sufficient access to standards aligned texts and materials.

All students have sufficient access to standards aligned texts and materials.

Teachers will have access to professional development activities that focus on standards implementation.

Teachers had access to and participated in professional development that focused on standards implementation.

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 2

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

All students will have access to standards aligned texts

and materials.

Textbook and materials anticipated purchases:

Flex Program

Marine Science texts: 55-60

Algebra I Common Core textbook (grades 9/10): 15 to 20

9th grade Literature books: 30-35

10th grade Literature books: 15-20

11th grade Literature books: 15-20 plus teacher's edition

Spanish I: 15-20

Spanish II: 10-15

Spanish III: 15-20 plus teacher resource kit for Spanish III

Algebra II textbooks: 50-55 plus teacher's edition

Geometry textbooks - plus teacher's editions (possible)

Biology books: 10-15

Professional Development

Teachers will be given time to work in departments on curriculum alignment and standards implementation.

Teachers will have access to conferences and other off-campus professional development activities that include the

All texts and materials were purchased as anticipated with the following exceptions:

- Geometry texts were not purchased
- Literature books were not purchased because the Flex Program decided to use the Great Books curriculum, and those texts were already available.

Professional Development

Time was allocated for departmental meetings. The math and language teachers, in particular, have had regular meetings to discuss curricular goals, best practices, remediation, and course content. The Great Books teachers from ECHS, in conjunction with our K-8 school, met regularly to discuss curriculum, readings, writing standards, and policies/procedures for struggling students.

Teachers attended several conferences, and more are schedule. For example, Biology and Chemistry teachers went to a three-day conference on implementation of Next Generation Science Standards. Two math teachers and one English teacher went to the two-day Illuminate Education User Conference. Several teachers plan to attend AP summer institutes.

Books and materials:
\$47,000
Professional
Development: \$11,000

Books and materials:
\$57,080
Professional
Development: \$14,034

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

implementation of standards.

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/services achieved the articulated goal of implementation/maintenance of state standards.

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

The actions/services were effective since they provided texts and materials for students to be instructed in standards. In addition, the professional development provided allowed teachers to improve their ability to impart standards in the classroom and keep up to date on changes in standards such as the implementation of Next Generation Science Standards.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Additional books and materials were needed for the Flex Program, which accounts for the difference between the budgeted amount (\$47,000) and the Estimated Actual Expenditures (\$57,080). The professional development cost was \$3,000 more than budgeted.

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.

No changes were made to this goal.

Stakeholder Engagement

LCAP Year: 2018-19

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?

The school consulted with teachers, administrators, board members, parents, and pupils in developing the plan. Parents were invited to provide input at open sessions of the ECHS Board of Directors and on a parent survey. The plan was approved by the Board on May 30, 2018.

Impact on LCAP and Annual Update

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

Input from stakeholders helped the school determine goals for the upcoming school year.

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.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 1

Goal #1: Improve Pupil Learning

Student achievement will increase annually with a focus on mathematics.

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4, 7, 8
Local Priorities:

Identified Need:

State and local assessment results show a need to improve academic achievement especially in mathematics.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Smarter Balanced results 11th grade math	48% met or exceeded standards	43% met or exceeded standards	50% will meet or exceed standards	50% or higher will meet or exceed standards
Smarter Balanced 11 th grade math,	29% met or exceeded standards in the low	25.4% met or exceeded	31% will meet or exceed	32% will meet or exceed

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Low Income group	income group compared to 60% on the non-low income group	standards	standards	standards
Dashboard – Graduation Rate	Hispanic graduation rate is yellow compared to green at 85.3% compared to for all students at 91.6%	Hispanic graduation rate remained the same at 85.4%	Hispanic graduation rate will improve to 87%	Hispanic graduation rate will improve to 88%

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:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged
for 2017-18

Unchanged

2017-18 Actions/Services

Select from New, Modified, or Unchanged
for 2018-19

Unchanged

2018-19 Actions/Services

Select from New, Modified, or Unchanged
for 2019-20

Unchanged

2019-20 Actions/Services

2017-18 Actions/Services

Interventions:

Math lab

Math Review Classes in addition to regular math class

Daily tutorial

Additional student services support provided by two additional counselors

FlexLab

Additional tutoring support

Summer School

Homework Club

Hiring of additional teacher to provide math support

Time allocated for directors and assistant directors to provide intervention and analysis services by working with teachers, students, and parents.

Technology support and expansion

Technology Support personnel

Computer and peripheral purchases

Licenses

Smarter Balanced testing and related computer needs

Data maintenance and entry

2018-19 Actions/Services

Interventions:

Math lab

Math Review Classes in addition to regular math class

Daily tutorial

Additional student services support provided by two additional counselors

FlexLab

Additional tutoring support

Saturday School

Summer School

Homework Club

Hiring of additional teacher to provide math support

Time allocated for directors and assistant directors to provide intervention and analysis services by working with teachers, students, and parents.

Technology support and expansion

Technology Support personnel

Computer and peripheral purchases

Licenses

Smarter Balanced testing and related computer needs

Data maintenance and entry

2019-20 Actions/Services

Interventions

Technology support and expansion

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$785,974	\$1,077,437	Dependent on available funding
Source	Supplemental Funds General Funds	Supplemental Funds General Funds	Supplemental Funds General Funds
Budget Reference	SACS codes: 1100, 2100, 2400, 5800, 1300, 4300, 4400	SACS codes: 1100, 2100, 2400, 5800, 1300, 4300, 4400	

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.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 2

Goal #2: State academic content and performance standards will be implemented and/or maintained in all courses based on the latest published standards adopted by the state Board of Education.

State and/or Local Priorities addressed by this goal:

State Priorities 2, 4, 6, 7, 8

Local Priorities:

Identified Need:

Textbooks and materials are needed in order to fully implement and/or maintain state standards.

Professional development activities will assist teachers in implementing standards.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Availability of standards-aligned texts and materials for all students.	All students have adequate standards-aligned texts and materials.	All students have adequate standards-aligned texts and materials.	All students have adequate standards-aligned texts and materials.	All students have adequate standards-aligned texts and materials.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
List/agenda/attendance roster of staff professional development activities.	All staff have access to professional development activities that support standards alignment and instruction.	All staff have access to professional development activities that support standards alignment and instruction.	All staff have access to professional development activities that support standards alignment and instruction.	All staff have access to professional development activities that support standards alignment and instruction.

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 2

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Students

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Standards-aligned texts and materials will be purchased as needed to meet student need.

Staff will have access and time to attend professional development activities will assist them in implementing standards.

Induction/BTSA program now provided on-site to teachers.

2018-19 Actions/Services

Standards-aligned texts and materials will be purchased as needed to meet student need.

Staff will have access and time to attend professional development activities will assist them in implementing standards.

Induction/BTSA program now provided on-site to teachers.

2019-20 Actions/Services

Standards-aligned texts and materials will be purchased as needed to meet student need.

Staff will have access and time to attend professional development activities will assist them in implementing standards.

Induction/BTSA program now provided on-site to teachers.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$58,000	\$61,174	Dependent on available funding
Source	Lottery Funds Educator Effectiveness Funds	Lottery Funds Educator Effectiveness Funds	Lottery Funds Educator Effectiveness Funds
Budget Reference	SACS codes: 4100, 4200, 4300, 5200, 5800	SACS codes: 4100, 4200, 4300, 5200, 5800	

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$580,258

7.77 %

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).

Escondido Charter High School will receive an estimated \$580,258 in supplemental funding in 2018-19 generated by the school's low-income population, the only numerically significant unduplicated demographic. The school's unduplicated count is 41 percent. All amounts and percentages are based on FCMAT calculator estimates.

The actions and services being funded – interventions, technology support, materials/textbook purchases, and professional development – will provide increased and improved services for our unduplicated population, as well as all students. A variety of interventions will assist students who need additional support in academic achievement. Technology support and expansion will ensure that our online programs as well as standardized testing are fully functional. The purchase of standards-aligned textbooks and materials as well as professional development activities will provide staff with the tools they need to support student achievement.

These strategies have been previously effective in meeting our goals.

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, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter 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; in addition, list the state and/or local priorities addressed by the planned goals. 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, enter 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, enter 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

List the state and/or local priorities addressed by the goal. 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 included as contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services included as 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 entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, 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 identify “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “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 entering “Specific Schools” and identifying 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 the scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, enter “Limited to Unduplicated Student Group(s)”.

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 enter “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 entering “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:

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” 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.
- Enter “Unchanged Action” 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 enter “Unchanged Action” 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 enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections 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. S 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?