

Local Control Accountability Plan and Annual Update (LCAP)

[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

Barona Indian Charter School

Austin McKeever - Principal

(619) 443-0948

2017-20 Plan Summary

The Story

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

Barona Indian Charter School (BICS) serves the Native American student population as well as students from the surrounding communities. BICS serves the specialized educational needs of the Barona Native-American community and the needs of those students whose parents are employed on the Barona Indian Reservation. The school's mission is to foster personal and academic growth while keeping Native American culture integral to the community.

LCAP Highlights

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

For the 2018-2019 school year, we are committed to creating an educational environment that provides students with the climate, tools, and support needed to experience maximum personal and academic growth. From providing rigorous instruction and high quality curriculum (Goal 1), to promoting a nurturing inclusive environment that promotes the participation of all stakeholders (Goal 2) student achievement and well-being are the only priorities reflected in the document.

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

We are extremely proud of the growth demonstrated on the Fall 2017 dashboard. Our overall growth for 3rd through 8th graders climbed two performance levels in English Language Arts and one performance level in Mathematics. In ELA, we saw growth for all ethnic subgroups and a significant increase (22.4 pts) for Socioeconomically Disadvantaged students. In Mathematics, significant growth was attained for Socioeconomically Disadvantaged, American Indian, and White students.

English Language Arts (3-8)		Low 52.2 points below level 3	Increased +9.5 points
Mathematics (3-8)		Low 65.1 points below level 3	Increased +14.7 points

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

While we celebrate the academic growth we experienced, we recognize the need to continue making progress towards our ultimate goal of every child experiencing a minimum of one year’s growth in one year’s time in all academic areas. February NWEA assessments indicated that under 70% of our students were on target to meet growth expectations. By continuing to refine our practices, seeking professional development, acquiring quality resources, and improving our professional collaboration, we believe all students will experience this kind of success.

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 is currently performing two performance levels below “all student” performance.

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

Additional resources including afterschool tutoring and access to counseling services will be provided to these student groups.

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

\$601,600

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

\$ 601,600

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

\$601,600

Annual Update

LCAP Year Reviewed: XXXX-XX

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

Provide rigorous instruction and curriculum that promotes college and career readiness with supports and interventions in place to minimize the barriers to student success.

State and/or Local Priorities addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

Annual Measureable Outcomes

Expected

Actual

100% of teachers will be appropriately credentialed.

BICS has 100% appropriately credentialed teachers.

100% of students will have access to curriculum aligned with the Common Core Standards in ELA and Math.

In the Fall of 2016 BICS adopted a new Language Arts Curriculum that is aligned with the CCSS. All students now have access to CCSS aligned materials in ELA and Math

All students will meet their projected RIT growth targets on NWEA MAPS test.

Schoolwide 60% of students met NWEA growth targets in Math 68% met growth targets in Reading and 68% met growth targets in Language Usage.

2016 CAASPP scores will be recorded as baseline measures

In the Spring of 2017, BICS All Student ELA Performance Level rose 2 categories from "red" to "yellow". Math saw an increase by 1 Performance Level from "orange" to "yellow".

Maintain English Language proficiency of redesignated students

All redesignated students continue to demonstrate English proficiency as measured by CAASPP, NWEA, or classroom performance.

Expected

Actual

<p>All students will have access to up to the date science material</p>	<p>Throughout the 2017-2018 school year, the Mystery Science Curriculum was piloted K-6.</p>

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>PLANNED</p> <ol style="list-style-type: none"> Principal verifies teacher’s credentials, certifications, and ensures live scan. All are completed and documented in employee’s personnel file. Attain, professionally develop and maintain 6 highly qualified teachers, 2 resource specialists, a psychologist, and provide a rigorous academic program and attend ongoing professional development. Hire/Maintain qualified and credentialed Leadership Team-principal and counselor. Teacher Salaries: Hire fully-qualified and credentialed teachers 	<ol style="list-style-type: none"> All verifications complete. Due to a reduction in enrollment, 1 teacher was reduced from the staff bringing a total to five. Resource specialists were maintained at two. Psychologist services continue to be provided by a private contractor. Maintained the Principal position and the Site Liaison position. Due to a reduction in enrollment, 1 teacher was reduced from the staff bringing a total to five. 	<ol style="list-style-type: none"> LCFF Base \$1,000 LCFF Base \$36,000 LCFFA \$36,000; SPED/IDEA \$19,000 LCFF Base \$97,000; LCFF S&C \$42,000 <p>LCFF Base \$360,000</p>	<ol style="list-style-type: none"> LCFF Base \$1,000 LCFF Base \$36,000 LCFFA \$36,000; SPED/IDEA \$19,000 LCFF Base \$97,000; LCFF S&C \$42,000 <p>LCFF Base \$306,000</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Facility and Technology</p> <ol style="list-style-type: none"> 1. Cost for IT assistance with all technology devices provide maintenance and tech support 2. Purchase software: Reflex Math, Big Universe Reading, News ELA Online Reading Program 3. Provide janitorial services and cost for repairs and maintenance 4. Complete annual facilities report 5. Purchase NWEA/MAPS program to serve as a local measure to assess student progress in Reading, Math, and Language Usage 	<ol style="list-style-type: none"> 1. Maintained services and operating expenses. 2. Purchased Moby Max, Epic and the Studies Weekly curriculum. 3. Maintained Services. 4. Coordinated with tribal facilities manager to assure facility was serviced and maintained in proper condition. 5. Program was purchased. Also Purchased 20 Chromebook Notebooks 	<p>BUDGETED</p> <ol style="list-style-type: none"> 1. LCFF Base \$80K: Services and Operating Expenses 2. LCFF Base \$9200 Books and Supplies 3. LCFF Base \$80K: Services and Operating Expenses 4. LCFF Base \$3000 Services and Operating Expenses 5. LCFF Base \$1600 Books and Supplies 	<p>ESTIMATED ACTUAL</p> <ol style="list-style-type: none"> 1. LCFF Base \$80,000 2. LCFF Base \$9,200 3. LCFF Base \$80,000 4. \$0 5. LCFF Base \$5,600

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Curriculum</p> <ol style="list-style-type: none"> 1. Purchase supplementary Common Core aligned curriculum and digital curricular materials for ELA : McGraw/Hill Wonders Program, Eureka Math, classroom leveled libraries 2. Purchase supplementary classroom materials 3. Piloted Science Curriculum (NGSS Aligned) 	<ol style="list-style-type: none"> 1. Purchased consumable Common Core aligned curriculum and digital curricular materials for ELA : McGraw/Hill Wonders Program, Eureka Math, Social Studies 2. Purchased supplementary classroom materials 3. Piloted Science Curriculum (NGSS Aligned) 	<ol style="list-style-type: none"> 1. LCFF Base \$33,500 Other State Income LCFF Base \$106,500 Small Rural Schools: \$20,000 2. LCFF S&C \$75,000 Books and Supplies Impact Aid \$50,000 3. LCFF Base: \$20,000 Books and Supplies LCFF Base \$39,000 	<ol style="list-style-type: none"> 1. LCFF Base \$6,000 2. LCFF S&C \$3500 3. \$0

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Professional Development</p> <p>BICS will provide professional development in the following areas:</p>	<p>BICS Provided PD in the following areas:</p> <p>CCSS ELA/ELD</p> <p>NGSS</p> <p>Reading and Literacy</p>	<ol style="list-style-type: none"> 1. Title II \$300 2. Educator Effectiveness: \$8,800: Other State Income Mandate Claims One-Time (Common Core) 3. LCFF Base: \$1,500 	<ol style="list-style-type: none"> 1. Educator Effectiveness: \$8,800: Other State Income Mandate Claims One-Time (Common Core)

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
CCSS ELA/ELD	CCSS Math Instruction	4. LCFF Base: \$10,000	

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Targeted Interventions</p> <ol style="list-style-type: none"> 1. Purchase additional materials to help EL students access the curriculum in core subject areas. 2. Schedule additional time for tutoring for EL's, Foster, and Low Income students 3. Fund for support from Community Liaison. 	<ol style="list-style-type: none"> 1. Scheduled additional time for tutoring for EL's, Foster, and Low Income students 2. Funded for support from Community Liaison. 	<ol style="list-style-type: none"> 2. LCFF Base:\$39,000 	<ol style="list-style-type: none"> 2. \$25,000

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Interventions</p> <ol style="list-style-type: none"> 1. Provide students with after school tutoring 	<ol style="list-style-type: none"> 1. Provided students with after school tutoring 	\$ 10,000	\$9,000

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.

Actions pertaining to staffing were implemented with fidelity and were found to be effective. Actions related to facility and technology were also implemented successfully. New curriculum was also successfully purchased and implemented. However, teachers and administration opted not to purchase/adopt all items budgeted in the interest of taking adequate time to become familiar with much that is new and to allow time for more NGSS curriculum to become available. Similarly, the decision was made to focus professional development on a few key areas rather than embark on a multitude of initiatives. English Learners received the services and supports that were planned, and Academic Interventions and events were successfully carried out.

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

Increases in the number of students meeting projected growth targets show that in general, the actions and services for this goal have been effective. The positive growth trend observed in CAASPP and CELDT data is also an indication of the effectiveness of the actions and services.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditure

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.

In lieu of promoting at least 20 points growth on NWEA/ Maps assessments, we changed to goal to "All students will meet their projected RIT growth targets on NWEA MAPS test"

Goal 2

Ensure parents are partners in the education process through concise communication, collaboration, and the sharing of important information to promote a safe, nurturing and inclusive learning environment.

State and/or Local Priorities addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

Annual Measureable Outcomes

Expected	Actual
<ol style="list-style-type: none"> 1. Provide opportunities for parents to share in the decision making process. 2. Increase parent participation at school wide events 3. Administer annual parent survey 4. Maintain expulsion rates below 1% 5. Complete annual facility inspection report 6. Decrease chronic absenteeism 7. Decrease tardy rates 	<ol style="list-style-type: none"> 1. Continued the partners in Education Program 2. BICS maintained the new school-wide events and sponsored movie nights and Science Night 3. Administered a parent survey in February 4. Expulsion rate is 0% 5. Completed the Facility Report. 6. The number of chronically absent students was maintained at 6 in 2017/18. 7. The number of tardy incidents dropped from 425 in 2015/16 to 119 in 2016/17 to 56 in 2017-2018.

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
<ol style="list-style-type: none"> 1. Host school wide events that promote a positive culture. 2. Implement Restorative discipline practices and PBIS 3. Hold a daily morning assembly 4. Continue to implement the Peacebuilder character education program. 5. Continue with the Upstanders Program 6. Communicate effectively with parents through Blackboard Connect, teacher websites and our Facebook and Instagram page. 	<ol style="list-style-type: none"> 1. 15 events were hosted. 2. Training is being planned. 3. Assemblies held every morning 4. PeaceBuilder lessons were administered and monthly good character assemblies were held 5. Program was discontinued 6. All lines of communication continued. BICS also created an Instagram account. 	<ol style="list-style-type: none"> 1. No Cost 2. LCFF Base \$5,000 3. LCFF Base \$500 4. LCFF Base \$3500 5. LCFF Base \$1000 LCFF Base \$1500	<ol style="list-style-type: none"> 1. \$0 2. \$0 3. LCFF Base \$500 4. \$3600 5. \$0 LCFF Base \$1500

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.

Efforts to promote parent participation and involvement in the educational process were consistently implemented. A school-wide character development program is showing success in promoting an inclusive, safe, nurturing environment.

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

The school has experienced an increase in the number of volunteer hours. Attendance has greatly improved, and the school has maintained a low suspension and expulsion rate.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The PBIS restorative discipline program was not implemented as the PeaceBuilder program was actually instituted for the first time. The Upstander program was also discontinued due to lack of interest. This resulted in a savings of \$6,000 from the LCFF Base.

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 will be made to this goal.

Goal 3

Foster an environment and culture for ongoing data analysis including: differentiation, student achievement in core subjects, student performance data, and demographics to measure program adequacy and effectiveness and ensure fiscal responsibility and maximize the development of all programs.

State and/or Local Priorities addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

Annual Measureable Outcomes

Expected	Actual
<ol style="list-style-type: none"> 1. Establish growth targets for NWEA MAPS assessments in ELA and Mathematics upon release of SBAC results. 2. Establish growth targets for SBAC assessments in ELA and Mathematics for all subgroups upon release of SBAC results. 3. 2016 API will serve as a baseline. 4. Establish growth targets for enrolled ELL using ELPAC assessment. 5. Continue annual reclassification rate of ELL in Early Advanced/Advanced upon release of SBAC results 6. Increase attendance rates 	<ol style="list-style-type: none"> 1. A growth target of 1 year's growth in 1 years' time was established for all students for all NWEA assessments. 2. SBAC growth targets were established. For the next 2 years, the rate of student's meeting or exceeding standards in ELA and Mathematics will increase 10% for all subgroups each year. 3. During the development process of the California School Dashboard the SBE approved to suspend the calculation of the API for local educational agencies (LEAs) and schools. 4. 2017/18 ELPAC scores will be recorded as baseline results. 5. The annual reclassification rate was increased in 2017-2018. 6. The number of chronically absent students decreased from 18 in 2015/16 to 6 in 2016-2017 to 11 in 2017-2018. The number of tardy incidents greater than 30 minutes dropped from 425 in 2015/16 to 119 in 2016/17. To 56 in 2017-2018.

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
<ol style="list-style-type: none"> 1. Administer DRA assessments for grades K-2. 2. Administer NWEA/Maps assessments three times annually. 	<ol style="list-style-type: none"> 1. Administer DRA assessments for grades K-2. 2. Administered NWEA/Maps assessments three times annually. 	<ol style="list-style-type: none"> 1. LCFF Base: \$1000 2. LCFF Base: \$3500 3. No Cost 4. No Cost 	<ol style="list-style-type: none"> 1. LCFF Base: \$1000 2. LCFF Base: \$3500 3. \$0 4. \$0 5. \$0

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3. Administer Eureka Mathematics preliminary assessment. 4. Continue to assign Big Universe reading interventions. 5. Administer SBAC interim assessments. 6. Administer the following state mandated assessments: CELDT, CST Science, CAASPP/SBAC gr.3-8. 7. Administer Reflex Math assessments	3. Administer Eureka Mathematics preliminary assessment. 4. Discontinued Big Universe reading interventions. 5. Administer SBAC interim assessments. 6. Administer the following state mandated assessments: CELDT, CST Science, CAASPP/SBAC gr.3-8. 7. Reflex Math program was discontinued	5. No Cost LCFF Base: \$3400	6. \$0 7. \$0

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.

All actions were implemented with the exception of continuing on with the Reflex Math program.

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

Increases in the number of students meeting projected growth targets show that in general, the actions and services for this goal have been effective. Gains in SBAC and CELDT scores provide further evidence.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

LCFF Base was saved \$3,400 with the elimination of Reflex Math

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.

Reflex Math program was discontinued

Annual Update

LCAP Year Reviewed: XXXX–XX

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 4

Barona Indian Charter School will provide a safe, clean, and respectful campus. This will be accomplished through concise communication, frequent inspection, daily cleaning of classrooms and offices, and using approved and safe cleaning products.

State and/or Local Priorities addressed by this goal:

STATE 1 2 3 4 5 6 7 8

Annual Measureable Outcomes

Expected

1. Routinely inspect and document buildings on school grounds.
2. Complete an annual facility inspection and evaluation.
3. Classrooms and offices cleaned daily.
4. Implement a consistent character education program.

Actual

1. Classrooms and ground were inspected almost daily. All issues observed were reported and documented
2. Facility inspection was performed.
3. Campus was cleaned every day students were on campus.

Expected

Actual

<p>5. Reduce suspension/expulsion rates. 6. Increase positive school culture.</p>	<p>4. Teachers and classified staff continued implementing PeaceBuilders. All students received instruction, and students were recognized during monthly award ceremonies. 5. No students were expelled in the 2017-2018 school year. The total number of days that students served suspension rose from 5 in 2015-2016 to 21 in 2016-2017. It was reduced to 17 in 2017-2018.</p>

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>1. Complete annual facilities report on the condition of all buildings, play equipment, and other items associated with the school property. 2. Daily cleaning of bathrooms, classrooms, offices, and the removal of all trash will take place. 3. Purchase/replace old broken furniture and equipment 4. Reduce carbon footprint by replacing older less efficient lights, thermostats, and other equipment.</p>	<p>1. Coordinated with tribal facilities manager to assure facility was serviced and maintained in proper condition 2. Campus was cleaned every day students were on campus. 3. Furniture and equipment were replaced when necessary. 4. Some equipment was replaced.</p>	<p>1. LCFF Base: \$1,000 2. LCFF Base: \$20,000 3. LCFF Base \$4,000 4. LCFF Base: \$4,000</p>	<p>1.\$0 2. LCFF Base \$20,000 3. LCFF Base \$ 2,000 4. LCFF Base \$800</p>

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.

All actions and services were carried out.

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

The facility remains in excellent condition.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

A facilities report was completed, but an expense of \$1,000 was not incurred. Less money was needed to replace equipment resulting in a savings of \$5,200.

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.

Stakeholder Engagement

LCAP Year: 2018-2019

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?

Barona Indian Charter School has hosted events with stakeholders throughout the school year. LCAP goals/priorities and progress have regularly been discussed at forums such as Back-To-School night, parent teacher conferences, monthly board meetings, IEP meetings, monthly staff meetings, parent surveys, and monthly parent meetings.

Impact on LCAP and Annual Update

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

Discussions with parents, board members, staff members resulted in prioritizing efforts and resources in the areas of attendance, reading intervention, character development, and professional development in NGSS, and making improvements to technology.

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

Provide rigorous instruction and curriculum that promotes college and career readiness with supports and interventions in place to minimize the barriers to student success.

State and/or Local Priorities addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

Identified Need:

All students do not experience our minimum standard expectation of growth: 1 year's growth in all subject areas in 1 year'

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Access to Qualified Teaching	100% fully credentialed and properly assigned teachers	Maintain baseline	Maintain baseline	Maintain baseline

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Access to Quality Curriculum	100% of students have access to Common Core aligned curriculum in ELA and Math	Maintain baseline	Maintain baseline	Maintain baseline
Students reach RIT goals on all NWEA/Maps assessments	Reading=68% Math=60% Language=68%	Reading=75% Math=70% Language=68%	Reading=85% Math=80% Language=85%	Reading=100% Math=100% Language=100%
Higher numbers of students will meet or exceed standards on the CAASPP assessment	Currently 22% of students meet or exceed standards in Language Arts and 21% of students meet or exceed standards in Math	35% of students will meet or exceed standards in Language Arts and 35% of students will meet or exceed standards in Math	45% of students will meet or exceed standards in Language Arts and 45% of students will meet or exceed standards in Math	60% of students will meet or exceed standards in Language Arts and 60% of students will meet or exceed standards in Math
Redesignated students will maintain English language proficiency	All current redesignated students have maintained language proficiency.	Maintain baseline	Maintain baseline	Maintain baseline
Students will have access to up to date science material	No class is currently utilizing an NGSS aligned curriculum	Pilot NGSS curriculum in 2 classes	Adopt NGSS curriculum K-8	Maintain baseline

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):

All

BICS

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)

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

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

2018-19 Actions/Services

2019-20 Actions/Services

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

\$591,000

\$591,000

\$591,000

Source

LCFF Base \$494,000
LCFF S&C \$42,000
LCFFA \$36,000
SPED/IDEA \$19,000LCFF Base \$494,000
LCFF S&C \$42,000
LCFFA \$36,000
SPED/IDEA \$19,000LCFF Base \$494,000
LCFF S&C \$42,000
LCFFA \$36,000
SPED/IDEA \$19,000

Amount

Source

Year	2017-18	2018-19	2019-20
Budget Reference	Salary	Salary	Salary

Budg

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

Location(s):

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

BICS

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)

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Modified

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

Unchanged

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

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

<p>Facility and Technology</p> <p>1. Cost for IT assistance with all technology devices provide maintenance and tech support</p> <p>2. Purchase educational software/hardware:</p> <p>3. Provide janitorial services and cost for repairs and maintenance</p> <p>4. Purchase NWEA/MAPS program to serve as a local measure to assess student progress in Reading, Math, and Language Usage</p>	<p>Facility and Technology</p> <p>1. Cost for IT assistance with all technology devices provide maintenance and tech support</p> <p>2. Purchase software/hardware:</p> <p>3. Provide janitorial services and cost for repairs and maintenance</p> <p>4. Purchase NWEA/MAPS program to serve as a local measure to assess student progress in Reading, Math, and Language Usage</p>	<p>Facility and Technology</p> <p>1. Cost for IT assistance with all technology devices provide maintenance and tech support</p> <p>2. Purchase software/hardware:</p> <p>3. Provide janitorial services and cost for repairs and maintenance</p> <p>4. Purchase NWEA/MAPS program to serve as a local measure to assess student progress in Reading, Math, and Language Usage</p>
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$170,800	\$170,800	\$170,800
Source	LCFF Base \$170,800	LCFF Base \$170,800	LCFF Base \$170,800

Year	2017-18	2018-19	2019-20
Budget Reference	Services and Operating Expenses Books and Supplies	Services and Operating Expenses Books and Supplies	Services and Operating Expenses Books and Supplies

Action 3

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

Location(s):

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

BICS

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)

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Modified

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

Modified

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

Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
<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	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Curriculum 1. Purchase supplementary Common Core aligned curriculum and digital curricular materials for ELA : McGraw/Hill Wonders Program, Eureka Math, classroom leveled libraries 2. Purchase supplementary classroom materials 3. Piolet Science Curriculum (NGSS Aligned)	Curriculum 1. Purchase supplementary Common Core aligned curriculum and digital curricular materials for ELA : McGraw/Hill Wonders Program, Eureka Math, classroom leveled libraries 2. Purchase supplementary classroom materials 3. Purchase Science Curriculum (NGSS Aligned)	Curriculum 1. Purchase supplementary Common Core aligned curriculum and digital curricular materials for ELA : McGraw/Hill Wonders Program, Eureka Math, classroom leveled libraries 2. Purchase supplementary classroom materials 3. Supplement Science Curriculum (NGSS Aligned)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$183,500	\$245,500	\$193,500
Source	LCFF Base \$34,500 Small Rural Schools \$20,000 LCFF S&C \$77,000 Impact Aid \$52,000	LCFF Base \$96,500 Small Rural Schools \$20,000 LCFF S&C \$77,000 Impact Aid \$52,000	LCFF Base \$44,500 Small Rural Schools \$20,000 LCFF S&C \$77,000 Impact Aid \$52,000
Budget Reference	Materials and Supplies	Materials and Supplies	Materials and Supplies

Action 4

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

Location(s):

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

BICS

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)

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Modified

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Professional Development

2018-19 Actions/Services

Professional Development

2019-20 Actions/Services

Professional Development

2017-18 Actions/Services

BICS will provide professional development in the following areas:

CCSS ELA/ELD

Positive Behavior Intervention and Support

NGSS

Reading and Literacy

CCSS Math Instruction

2018-19 Actions/Services

BICS will provide professional development in the following areas:

CCSS ELA/ELD

Positive Behavior Intervention and Support

NGSS

Reading and Literacy

CCSS Math Instruction

2019-20 Actions/Services

BICS will provide professional development in the following areas:

CCSS ELA/ELD

Positive Behavior Intervention and Support

NGSS

Reading and Literacy

CCSS Math Instruction

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$11,500	\$11,500	\$11,500
Source	LCFF Base \$11,500	LCFF Base \$11,500	LCFF Base \$11,500
Budget Reference	Professional Consultant/ Services Materials and Supplies	Professional Consultant/ Services Materials and Supplies	Professional Consultant/ Services Materials and Supplies

Action 5

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)

English Learners, Foster Youth, and Low Income

Scope of Services:

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

English Learners, Foster Youth, and Low Income

Location(s):

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

English Learners, Foster Youth, and Low Income

Actions/Services

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

Modified

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Targeted Interventions

1. Purchase additional materials to help EL students access the curriculum in core subject areas.

2018-19 Actions/Services

Same

2019-20 Actions/Services

Same

2017-18 Actions/Services

2. Schedule additional time for tutoring for EL's, Foster, and Low Income students
 3. Fund for support from Community Liaison.

2018-19 Actions/Services

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$11,500	\$11,500	\$11,500
Source	LCFF Base \$11,500	LCFF Base \$11,500	LCFF Base \$11,500
Budget Reference	Professional Consultant/ Services Materials and Supplies	Professional Consultant/ Services Materials and Supplies	Professional Consultant/ Services Materials and Supplies

Action 6

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

Location(s):

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

BICS

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)

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Modified

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Interventions
1. Provide students with after school tutoring

2018-19 Actions/Services

Same

2019-20 Actions/Services

Same

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$25,000	\$25,000	\$25,000
Source	LCFF Base \$25,000	LCFF Base \$25,000	LCFF Base \$25,000

Year	2017-18	2018-19	2019-20
Budget Reference			

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

Ensure parents are partners in the education process through concise communication, collaboration, and the sharing of important information to promote a safe, nurturing and inclusive learning environment.

State and/or Local Priorities addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

Identified Need:

Greater involvement in a school parents feel positively towards will have a positive impact on climate and learning.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Increase opportunities for parents to participate in their children's education	185 hours of volunteer service	200 hours of volunteer service	215 hours of volunteer service	230 hours of volunteer service
Administer a parent survey	Survey administered	Maintain baseline	Maintain baseline	Maintain baseline
Maintain expulsion rate below 1%	Currently 0%	Maintain baseline	Maintain baseline	Maintain baseline
Decrease chronic absenteeism	Current% of chronically absent students = 6	Maintain baseline	Maintain baseline	Maintain baseline
Decrease tardy rates	119 tardy incidents	110 tardy incidents	100 tardy incidents	90 tardy incidents

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)

All

Location(s):

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

BICS

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

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

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

2017-18 Actions/Services

1. Host school wide events and assemblies that promote a positive school culture.
2. Host PBIS Training.
3. Continue the PeaceBuilder character education program.
4. Continue effective communication through Blackboard Connect and digital avenues of communication.
5. Continue the HOT attendance program.

2018-19 Actions/Services

1. Host school wide events and assemblies that promote a positive school culture.
2. Implement PBIS Training.
3. Continue the PeaceBuilder character education program.
4. Continue effective communication through Blackboard Connect and digital avenues of communication.
5. Continue the HOT attendance program.

2019-20 Actions/Services

1. Host school wide events and assemblies that promote a positive school culture.
2. Implement PBIS Training.
3. Continue the PeaceBuilder character education program.
4. Continue effective communication through Blackboard Connect and digital avenues of communication.
5. Continue the HOT attendance program.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$13,000	\$8,000	\$8,000
Source	LCFF Base \$13,000	LCFF Base \$13,000	LCFF Base \$13,000

Year	2017-18	2018-19	2019-20
Budget Reference	Professional consulting \$5,000 Materials and Supplies \$6,500 Advertise services \$1,500	Materials and Supplies \$6,500 Advertise services \$1,500	Materials and Supplies \$6,500 Advertise services \$1,500

Goal 3

Barona Indian Charter School will provide a safe, clean, campus. This will be accomplished through concise communication, frequent inspection, daily cleaning of classrooms and offices, and using approved and safe cleaning products.

State and/or Local Priorities addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

Identified Need:

Students need to learn in an optimal learning environment.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Routine inspection of buildings and grounds and replacement of broken furniture and equipment	Grounds are inspected and equipment is replaced when necessary	Maintain Baseline	Maintain Baseline	Maintain Baseline
Classes and offices cleaned daily	Classes and offices cleaned daily	Maintain Baseline	Maintain Baseline	Maintain Baseline

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)

All

Location(s):

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

BICS

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)

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Modified

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

Unchanged

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

Unchanged

2017-18 Actions/Services

- 1. Classes and offices cleaned daily
- 2. Routine inspection of buildings and grounds and replacement of broken furniture and equipment

2018-19 Actions/Services

- 1. Classes and offices cleaned daily
- 2. Routine inspection of buildings and grounds and replacement of broken furniture and equipment

2019-20 Actions/Services

- 1. Classes and offices cleaned daily
- 2. Routine inspection of buildings and grounds and replacement of broken furniture and equipment

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$13,000	LCFF Base \$24,000	LCFF Base \$24,000
Source	LCFF Base \$24,000	Operations and housekeeping \$20,000 Non-capitalized equipment \$4,000	Operations and housekeeping \$20,000 Non-capitalized equipment \$4,000
Budget Reference	Operations and housekeeping \$20,000 Non-capitalized equipment \$4,000	Operations and housekeeping \$20,000 Non-capitalized equipment \$4,000	Operations and housekeeping \$20,000 Non-capitalized equipment \$4,000

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2018-2019

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$ 30,757

5.39%

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).

Goal 1 action 5 describes interventions specifically made available for Unduplicated Pupils. They include:

1. Purchase additional materials to help EL students access the curriculum in core subject areas.
2. Schedule additional time for tutoring for EL's, Foster, and Low Income students
3. Fund for support from Community Liaison.

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?