

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	Bayshore Preparatory Charter School		
Contact Name and Title	Nancy Spencer, Executive Director	Email and Phone	nspencer@bayshoreprep.org ; 760-471-0847

2017-20 Plan Summary

THE STORY

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

Bayshore Preparatory Charter School (BPCS) adheres to a Personalized Learning/Independent Study model of education. BPCS is committed to providing an intimate, friendly academic environment that recognizes and values a student’s unique learning profile. Serving students in grades K-12, BPCS is dedicated to assisting our youths in becoming adults who are competent, confident, productive, and adaptable, with the skills and attitudes to enable them to successfully contribute to society.

At the foundation of our program is a partnership between students, parents and teachers. Our high expectations and individualized choices will encourage students to become actively engaged, passionate learners. Graduates will be prepared to successfully compete in the workforce, to attend the colleges of their choice, to communicate across gender, race, and socioeconomic complexities, and to value service to others in society. BPCS will be dedicated to assisting our youth in becoming adults who are competent, confident, productive, and adaptable, with the skills and attitudes to enable them to successfully contribute to society.

BPCS utilizes a blended learning station-rotation model to educate its students. To facilitate this, students participate in a rigorous, relevant, college-prep curriculum with cutting-edge educational technology. BPCS’ curriculum is based on Common Core State Standards and supports BPCS’ mission statement and School-wide Learner Outcomes. Even though a challenging curriculum and program can be very powerful, BPCS’ instructional staff is the key component to student success. BPCS’ teachers are encouraged to use innovative instructional methods.

BPCS is located in San Marcos, California. BPCS has a Free and Reduced Lunch population of 51.9%. BPCS’ Special Education population is 6.5% and its English Language Learner population is 9.3%. The diversity of the BPCS student population lies not only in their socio-economic status but also in their motivation for enrollment in this type of independent study program.

LCAP HIGHLIGHTS

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

In the 2017-2018 LCAP, BPCS strives to achieve three goals. First, BPCS will increase the number of continuously enrolled students' achievement levels in mathematics. BPCS' students will demonstrate progress towards mastery of state standards as evidenced by local and state assessments. Next, BPCS will increase parent/guardian involvement to support student achievement. BPCS will continue to develop opportunities for parent/guardian engagement. Finally, all students, including student subgroups such as unduplicated students and students with exceptional needs, will have greater awareness of post-secondary options. This includes having access to A-G/AP courses as well as exposure to different career/college options. These goals are essential in maintaining the college preparatory expectations for the school as well as the community.

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

BPCS' students have demonstrated improvement on state assessment scores in mathematics. In the 2015-2016 school year, 36.54% of students met or exceeded standards in the CAASPP math assessment. In the 2016-2017 school year, 53.49% of students met or exceeded standards. While a growth of 16.95% is good, BPCS would like to continue improving upon student understanding of mathematical concepts and state standards.

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

BPCS would like to improve its College and Career Readiness Indicator. BPCS' dashboard states that only 17% of students are either prepared or approaching preparedness for post-secondary options. BPCS has taken steps to increase this figure. In June 2016, the Board approved a change to BPCS' graduation requirements, by adding two years of foreign language (20 credits) and one year of visual/performing arts (10 credits). This change will ensure that all students will meet the A-G requirements accepted by most colleges and universities. BPCS will also expand student awareness of its dual enrollment program with Palomar Community College. Finally, BPCS will continue to increase its A-G offerings, as well as offer additional AP courses.

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

BPCS does not have any student groups performing two or more performance levels below the “all student” performance. However, BPCS’ suspension rate for Hispanic students is moderately higher than the suspension rate for all students. With a small student population, BPCS expects these numbers to fluctuate. But, if a pattern continues, BPCS will reevaluate its current policies and procedures.

INCREASED OR IMPROVED SERVICES

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

BPCS will improve its services to unduplicated students by offering additional intervention programs. Currently, BPCS has integrated two software programs, ST Math and Imagine Learning, to assist K-5 students who need additional ELA and math support. For 6-12 grade students, BPCS has invested in Edgenuity’s MyPath as an individualized intervention for students at-risk of scoring below standard on state assessments. BPCS will continue to research and implement additional programs, such as Pearson’s Developmental Reading Assessments, Khan Academy and TenMarks. BPCS will also increase its exposure of college and career options to unduplicated students. BPCS plans on taking two field trips a year to local colleges and universities.

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	\$1,043,556.00
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$57,696.00

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.

Major expenditures not included in the LCAP Planned Actions/Services are the following: All certificated and classified salaries and benefits, non-capitalized equipment, general liability insurance, utilities, accounting and business services, legal fees, and district oversight fee.

\$967,057.00

Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2016–17

Goal 1

MATH-Increase the number of continuously enrolled students improving their level in Mathematics.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL Specify Charter Petition

ANNUAL MEASURABLE OUTCOMES

EXPECTED

85% of continuously enrolled students will demonstrate progress toward mastery of mathematics standards as evidenced by local assessments and/or CAASPP results.

ACTUAL

82% of all continuously enrolled students showed progress according to improved RIT scores on NWEA MAP assessments during the 2016-2017 school year.

ACTIONS / SERVICES

Action

1

Actions/Services

PLANNED

Evaluate math curriculum and supplemental materials and make adjustments based on student data. Incorporate MyPath into math curriculum.

ACTUAL

- BPCS was able to acquire math curriculum aligned to CCSS. Students in grades K-5 are utilizing Go Math while students in grades 6-12 are utilizing Edgenuity.
- BPCS invested in ST Math, a game-based instructional software program for K-12 students, designed to boost

Expenditures

		<p>math comprehension and proficiency through visual learning.</p> <ul style="list-style-type: none">• BPCS also invested in Edgenuity’s MyPath, an individualized intervention for at-risk students.• In addition to curriculum, professional development has been provided by consultants from Edgenuity and ST Math. Training was provided on the software, features, lessons and activities included in these programs. Professional development continued among teachers as instructional staff collaborated to support each other in effectively utilizing the curriculum.
	BUDGETED \$89,319.00	ESTIMATED ACTUAL \$99,947.00

Action

2

Actions/Services

	PLANNED Improve student assessment and data collection through NWEA and benchmark assessments. Utilize MAP assessments and link student performance to MyPath which sets an individual math course for students who need extra support.	ACTUAL <ul style="list-style-type: none">• NWEA was administered three times during the school year: Fall, Winter and Spring.• Data was collected, graphed and presented to stakeholders. Teachers discussed their data during professional development days to identify at risk students as well as advanced students. Student data informed the creation of individualized learning lesson plans.
	BUDGETED \$6,500.00	ESTIMATED ACTUAL \$1,430.00

Expenditures

Action

3

Actions/Services

	PLANNED Continue to provide individual tutoring and small	ACTUAL <ul style="list-style-type: none">• BPCS provided 6-12 grade students with tutoring outside of the instructional day. Students also had the
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group instruction for students in need of math support.	<p>ability to meet with teachers to receive one-on-one or small group support in math.</p> <ul style="list-style-type: none"> ● K-5 students received small group support in math during the onsite instructional time. Teachers created a station, during math centers, to assist students in need of math support. Students also had the ability to meet one-on-one with teachers for additional assistance. ● Instructional coaches were also available to provide students with math support throughout the year.
<p>BUDGETED \$373,150.00</p>	<p>ESTIMATED ACTUAL \$1,500.00</p>

Expenditures

ANALYSIS

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.

BPCS implemented *Go Math!* and Edgenuity as curriculum in the K-5 and 6-12 programs respectively. NWEA MAP assessments were administered three times throughout the year. The data collected from MAP assessments drove lesson plans, curriculum delivery and classroom activities. Students were offered math support through software programs, such as ST Math and MyPath and one-on-one and/or small group tutoring. At the end of each semester, teachers and administrators reviewed the data and families were provided with reports of their student's assessment results.

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

BPCS' students showed improvement on both local and state assessments. The percentage of students who met or exceeded standards in the CAASPP math assessments grew from 36.54% to 53.49%. BPCS' staff attributes this 16.95% increase to the services and programs offered. BPCS will continue to use ST Math, MyPath, NWEA MAP, small group and one-on-one tutoring, and professional development opportunities in the upcoming school year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

BPCS' expected enrollment for the 2016-2017 school year dropped, resulting in a cost reduction for materials and supplies as well as salaries and benefits.

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 it this goal.

Goal 2

PARENT INVOLVEMENT-Increase parent involvement to support student achievement

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL Specify Charter Mission

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

Increase parent involvement to 18% of student enrollment.

- Parents were involved in the Dining Out fundraisers, Pizza Friday fundraisers, Box Top fundraisers and other school related fundraiser activities.
- Parents volunteered for school fieldtrips.
- 18.5% of parents attended monthly Parent Advisory Committee Meetings
- 29.9% of parents completed the 2016-2017 Parent Survey.
- 50% of parents attended graduation activity meetings (graduation requirements, cap n' gown, etc.).

ACTIONS / SERVICES

Action

1

Actions/Services

Restructure communication with parents, utilizing greater lead time, emails, parent-teacher conferences, newsletters, social media updates

ACTUAL

- Communication with parents/guardians occurred on a weekly basis through emails and phone calls.

	and website, based on parent survey and prior year data.	<ul style="list-style-type: none"> • K-5 parents/guardians were informed of classroom activities through weekly newsletters that went home with the students. • BPCS utilized Parent Square, a system that communicates to parents/guardians through emails, phone calls and texts messages. • BPCS revamped its website with the assistance of Musselwhite Enterprises.
Expenditures	BUDGETED \$18,200.00	ESTIMATED ACTUAL \$9,171.00

Action **2**

	Continue to develop a variety of opportunities for parent involvement/volunteering at/for the school in order to ensure all parents meet the 10 hour volunteer requirement.	<p>ACTUAL</p> <ul style="list-style-type: none"> • Continued our Parent Partnership Program which recommends parents/guardians commit 10 volunteer hours by attending board meetings, parent meetings, attending field trips, etc. • Parents/guardians were involved in fundraising activities. They assisted with several successful fundraisers. Money generated by these efforts were used to fund student field trips. • Parents/guardians organized events for teacher appreciation week. • BPCS incorporated a modified site-based program for K-4 students. This model saw a greater growth of parent/guardian presence and engagement on campus.
Actions/Services		
Expenditures	BUDGETED \$11,700.00	ESTIMATED ACTUAL \$8,844.00

Action **3**

Actions/Services	Based on prior year, provide parent trainings in NGSS, CCSS, online curriculum, college readiness and financial aid.	ACTUAL <ul style="list-style-type: none"> • Surveyed parents/guardians to solicit data on stakeholder expertise and satisfaction in order to inform decision making. • Parent/guardian trainings were advertised, through the PAC, and offered throughout the year.
Expenditures	BUDGETED \$3,600.00	ESTIMATED ACTUAL \$3,152.00

ANALYSIS

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.

BPCS' Parent Advisory Committee (PAC) meets monthly to discuss fundraising activities, school policies, school procedures, field trips, etc. BPCS has designated a staff liaison to the PAC to help facilitate growth and communication. BPCS has also continued the Parent Partnership Program which recommends parents/guardians commit up to 10 hours to the school by attending board meetings, parent/guardian meetings, chaperoning field trips, providing school/teacher support, etc. Parents/guardians have been involved in numerous fundraising activities and school wide events. BPCS invested in Parent Square, a system that communicates with parents/guardians through emails, phone calls and texts messages. BPCS surveyed its parents/guardians to solicit data on stakeholder expertise and satisfaction in order to aid in school wide decision making.

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

18.5% of parents attended the PAC meetings. BPCS' staff attributes this positive outcome to the efficient ways Parent Square communicates to parents/guardians. Also, adding a staff liaison to the PAC has improved parent participation and communication among parents/guardians, staff members and board members. Parents/guardians were involved in a number of BPCS' fundraisers: Dining Out fundraisers, Pizza Friday fundraisers, Box Top fundraisers, etc. Funds generated by these efforts were used on student field trips. Parents/guardians volunteered for school field trips and organized events for teacher appreciation week. Finally, 29.9% of parents/guardians completed the 2016-2017 Parent Survey. This feedback was essential in creating BPCS' 2017-2018 LCAP.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

BPCS' expected enrollment for the 2016-2017 school year dropped, resulting in a cost reduction for materials and supplies as well as salaries and benefits.

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.

Goal 3

POST SECONDARY OPTIONS-Expand awareness of post-secondary options for all students.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL Specify Charter Mission

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

52% or more of students continuously enrolled at Bayshore for 3 of 4 of their high school years will have completed the A-G requirements.

50% of 2017 graduates continuously enrolled at Bayshore for 3 of 4 of their high school years completed the A-G requirements, up from 28.6% of similar 2016 graduates.

ACTIONS / SERVICES

Action **1**

Actions/Services

Expenditures

PLANNED	ACTUAL
Continue to provide workshops and presentations to all students. Increase partnerships to expose students to career/college options.	<ul style="list-style-type: none"> During the Fall, BPCS provided workshops and presentations on graduation requirements, graduation ceremony specifics and financial aid. Teachers met with individual students and families to go over test scores including SBAC.
BUDGETED	ESTIMATED ACTUAL
\$3,600.00	\$ No Expense

2

Action

Actions/Services

Expenditures

<p>PLANNED Research additional courses for career readiness. Ongoing PD for staff.</p>	<p>ACTUAL</p> <ul style="list-style-type: none"> • NWEA College Readiness Benchmark was administered to 6th, 7th, and 8th grade students in order to assess their reading and mathematics levels. Data was used to assess whether or not students were on track in their path toward college success. • Data from NWEA College Readiness Benchmark was used to guide administrators and teachers on their research for new courses for career readiness.
<p>BUDGETED \$99,319.00</p>	<p>ESTIMATED ACTUAL \$77,249.91</p>

3

Action

Actions/Services

Expenditures

<p>Continue to increase A-G courses. Increase graduation requirements to mirror the A-G requirements. Provide new/additional career oriented electives. Increase college exposure, awareness and preparedness.</p>	<p>ACTUAL</p> <ul style="list-style-type: none"> • Additional A-G courses were offered through Edgenuity. • Provided students with presentations about colleges as well as financial aid.
<p>BUDGETED \$97,819.00</p>	<p>ESTIMATED ACTUAL \$75,819.91</p>

ANALYSIS

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.

BPCS has revised the graduation requirements to match the A-G requirements accepted by most colleges and universities. BPCS students must complete two years of foreign language (20 credits) and one year of visual and performing arts (10 credits) in order to receive a high school diploma. Forty, out of the forty-eight courses offered to students, are A-G approved. In addition, BPCS partners with Palomar Community College to provide a dual-enrollment program for BPCS students.

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

BPCS' staff provides students with presentations about colleges as well as career options. BPCS students have taken field trips to both Palomar Community College and the University of California, San Diego. BPCS' teachers meet with individual students and their families to go over test scores including, the Smarter Balance Assessments. The NWEA College Readiness Benchmark is administered to 6th, 7th, and 8th grade students in order to assess their reading and mathematics levels. This data is used to assess whether students are on track in their path toward college and career success.

Additional A-G course offerings helped to increase the percent of continuously enrolled students meeting A-G requirements. It is expected that the revised graduation requirements will continue this trend. Using the NWEA MAP assessments has provided important information for the correct placement and support of students in math courses. This support has been beneficial to student success in the A-G course offerings. Based on Senior Exit survey data, a higher percentage of 2017 graduates are planning to attend a four-year college immediately after high school. This indicates the success of the financial aid and college presentations and workshops as well as the focus on A-G coursework.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

BPCS' expected enrollment for the 2016-2017 school year dropped, resulting in a cost reduction for materials and supplies as well as salaries and benefits.

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

2017–18 2018–19 2019–20

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?

BPCS implemented several practices to ensure positive and constructive feedback from all stakeholders. Administrators, teachers and office staff members meet on Fridays to discuss school activities, student data, parent/community engagement and school goals. During this time, BPCS staff members are given the opportunity to share their perspective on curriculum, assessments, community outreach, field trips, etc. These staff meetings have helped BPCS administrators write the LCAP goals. BPCS' Parent Advisory Committee (PAC) meets on a monthly basis to discuss school goals, community engagement and outreach, fundraising activities and field trips. These meetings, facilitated by a BPCS staff member, allow BPCS stakeholders to contribute ideas and thoughts on the LCAP goals. The staff member presents all that was discussed at the PAC, at the monthly board meetings. Each year, BPCS surveys the students, parents/guardians and staff members. These surveys ask stakeholders to share their thoughts on school climate/school safety, school funds and critical expenditures, outreach and communication, and college and career readiness. This data drives BPCS' LCAP goals.

IMPACT ON LCAP AND ANNUAL UPDATE

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

As a result of meeting with stakeholders and engaging in dialogue about the 2017-2018 LCAP as well as reviewing data from assessments, attendance and surveys, stakeholders believe that it is necessary to continue the current goals through 2019-2020. These goals include: mathematics curriculum and instruction, parent engagement, and post-secondary options. The use of data was essential throughout the process as it allowed for a systematic and organized way to consolidate information and analyze effectiveness, perceptions and greatest needs. Parents have become more confident and willing to provide feedback through surveys and meetings. In addition, teachers have become more informed about the needs of their students and the direction of the educational program. This critical and constructive feedback has been crucial in creating and reviewing the upcoming school year's LCAP.

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.

	<input type="checkbox"/> New	<input checked="" type="checkbox"/> Modified	<input type="checkbox"/> Unchanged
<u>Goal 1</u>	MATH-Increase understanding and mastery of state mathematics standards for continuously enrolled students.		

State and/or Local Priorities Addressed by this goal:

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

Identified Need

Prior year data, as well as local and state assessments, demonstrates a deficiency in math comprehension and proficiency.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Students will demonstrate progress toward mastery of mathematics standards as evidenced by local and/or state assessment results	82% of all continuously enrolled students showed progress on local assessments during the 2016-2017 school year	86% of continuously enrolled students will demonstrate progress toward mastery of mathematics standards as evidenced by local assessments and/or CAASPP results.	88% of continuously enrolled students will demonstrate progress toward mastery of mathematics standards as evidenced by local assessments and/or CAASPP results.	90% of continuously enrolled students will demonstrate progress toward mastery of mathematics standards as evidenced by local assessments and/or CAASPP results.

PLANNED ACTIONS / SERVICES

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

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:			
<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:			
<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input 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 checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Evaluate math curriculum and supplemental materials and make adjustments based on student data. Analyze the effectiveness of curriculum assessments to determine if they are good indicators of student performance on state assessments.	Continue to evaluate math curriculum and supplemental materials and make adjustments based on student data. Continue to analyze curriculum assessments.	Continue to evaluate math curriculum and supplemental materials and make adjustments based on student data. Continue to analyze curriculum assessments.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$38,576.00	Amount \$39,406.00	Amount \$40,330.00
Source LCFF Base	Source LCFF Base	Source LCFF Base
Budget Reference 4100 Approved Textbooks and Core Curricula; 4200 Books and	Budget Reference 4100 Approved Textbooks and Core Curricula; 4200 Books and	Budget Reference 4100 Approved Textbooks and Core Curricula; 4200 Books and

Other Reference Materials; 5310
Licenses and Fees; 5840
Professional Development

Other Reference Materials; 5310
Licenses and Fees; 5840
Professional Development

Other Reference Materials; 5310
Licenses and Fees; 5840
Professional Development

Action **2**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Improve data collection on student progress through local benchmark assessments. Link student assessment performance to math intervention programs. Analyze the effectiveness of local assessments to determine if they are good indicators of student performance on state assessments.	Continue to improve data collection on student progress through local benchmark assessments. Continue linking student assessment performance to math intervention programs. Continue to analyze local assessments.	Continue to improve data collection on student progress through local benchmark assessments. Continue linking student assessment performance to math intervention programs. Continue to local assessments.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$1,461.00	Amount: \$1,492.00	Amount: \$1,527
Source: LCFF Base	Source: LCFF Base	Source: LCFF Base

Budget Reference

5310 Licenses and Fees

Budget Reference

5310 Licenses and Fees

Budget Reference

5310 Licenses and Fees

Action 3

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Provide individual tutoring and small group instruction for students in need of math support.	Continue to provide individual tutoring and small group instruction for students in need of math support.	Continue to provide individual tutoring and small group instruction for students in need of math support.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$1,532.00	Amount: \$1,565.00	Amount: \$1,602.00
Source: LCFF Base	Source: LCFF Base	Source: LCFF Base
Budget Reference: 5310 Licenses and Fees	Budget Reference: 5310 Licenses and Fees	Budget Reference: 5310 Licenses and Fees

New

Modified

Unchanged

Goal 2

PARENT INVOLVEMENT-Increase parent involvement to support student achievement

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

Identified Need

Parent involvement is demonstrated by lack of parent participation at board meetings, parent advisory committee meetings and school wide events.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Increase parent/guardian involvement to support student achievement	18.5% of parents attended Parent Advisory Committee Meetings during the 2016-2017 school year	20% of student enrollment	22% of student enrollment	24% of student enrollment

PLANNED ACTIONS / SERVICES

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

Action **1**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Restructure communication with parents/guardians through emails, parent-teacher conferences, newsletters, social media and school website.	Continue to utilize effective and efficient means of communication, based on surveys and prior year data.	Continue to utilize effective and efficient means of communication, based on surveys and prior year data.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$18,542.00	Amount: \$18,941.00	Amount: \$19,387.00
Source: LCFF Base	Source: LCFF Base	Source: LCFF Base
Budget Reference: 4300 Materials and Supplies; 5800 Other Services & Operating Expenses	Budget Reference: 4300 Materials and Supplies; 5800 Other Services & Operating Expenses	Budget Reference: 4300 Materials and Supplies; 5800 Other Services & Operating Expenses

Action **2**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Develop a variety of opportunities for parent/guardians involvement/volunteering at/for the school.	Continue to develop a variety of opportunities for parent/guardians involvement/volunteering at/for the school.	Continue to develop a variety of opportunities for parent/guardians involvement/volunteering at/for the school.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$14,888.00	Amount	\$15,208.00	Amount	\$15,566.00
Source	LCFF Base	Source	LCFF Base	Source	LCFF Base
Budget Reference	5800 Other Services & Operating Expenses	Budget Reference	5800 Other Services & Operating Expenses	Budget Reference	5800 Other Services & Operating Expenses

Action **3**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Provide parent/guardians trainings in state assessments, CCSS, online curriculum, college readiness and financial aid.	Continue to provide parent/guardians trainings in state assessments, CCSS, online curriculum, college readiness and financial aid.	Continue to provide parent/guardians trainings in state assessments, CCSS, online curriculum, college readiness and financial aid.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$7,529.00	Amount	\$7,691.00	Amount	\$7,872.00
Source	LCFF Base	Source	LCFF Base	Source	LCFF Base
Budget Reference	5800 Other Services and Operating Expenses; 4300 Materials and Supplies	Budget Reference	5800 Other Services and Operating Expenses; 4300 Materials and Supplies	Budget Reference	5800 Other Services and Operating Expenses; 4300 Materials and Supplies

New Modified Unchanged

Goal 3

POST SECONDARY OPTIONS-Expand awareness of post-secondary options for all students.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

Identified Need

School data and student surveys demonstrate a lack of completion of A-G courses and awareness of career options.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Students continuously enrolled at BPCS for their final high school year will have completed the A-G requirements	15% of students continuously enrolled at BPCS for their final high school year completed the A-G requirements in 2016-2017	25% or more of students continuously enrolled at BPCS for their final high school year will have completed the A-G requirements	30% or more of students continuously enrolled at BPCS for their final high school year will have completed the A-G requirements	35% or more of students continuously enrolled at BPCS for their final high school year will have completed the A-G requirements

PLANNED ACTIONS / SERVICES

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

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
<u>Students to be Served</u>	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Provide workshops and presentations to all students. Increase partnerships with local colleges and universities as well as local businesses to expose students to career/college options.	Continue to provide workshops and presentations to all students. Increase partnerships with local colleges and universities as well as local businesses to expose students to career/college options.	Continue to provide workshops and presentations to all students. Increase partnerships with local colleges and universities as well as local businesses to expose students to career/college options.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$3,654.00	Amount: \$3,733.00	Amount: \$3,821.00
Source: LCFF Base	Source: LCFF Base	Source: LCFF Base
Budget Reference: 4300 Materials and Supplies	Budget Reference: 4300 Materials and Supplies	Budget Reference: 4300 Materials and Supplies

Action **2**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Research additional courses for college and career readiness. Have ongoing professional development for staff.	Continue researching additional courses for college and career readiness and begin implementing these courses. Continue ongoing professional development for staff.	Continue researching additional courses for college and career readiness and begin implementing these courses. Continue ongoing professional development for staff.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$1,461.00	Amount	\$1,492.00	Amount	\$1,527.00
Source	LCFF Base	Source	LCFF Base	Source	LCFF Base
Budget Reference	5310 Licenses and Fees	Budget Reference	5310 Licenses and Fees	Budget Reference	5310 Licenses and Fees

Action **3**

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

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

OR

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
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Scope of Services

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

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<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 checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Increase A-G and AP course offerings. Provide new/additional career oriented electives. Increase college exposure and awareness through college field trips.	Continue to increase A-G and AP course offerings. Continue to provide new/additional career oriented electives. Continue to increase college exposure and awareness through college field trips.	Continue to increase A-G and AP course offerings. Continue to provide new/additional career oriented electives. Continue to increase college exposure and awareness through college field trips.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$7,086.00	Amount	\$7,239.00	Amount	\$7,408.00
Source	LCFF Base	Source	LCFF Base	Source	LCFF Base
Budget Reference	4200 Books and Other Reference Materials; 5240 Field Trips	Budget Reference	4200 Books and Other Reference Materials; 5240 Field Trips	Budget Reference	4200 Books and Other Reference Materials; 5240 Field Trips

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

2017–18 2018–19 2019–20

Estimated Supplemental and Concentration Grant Funds:

\$93,252.00

Percentage to Increase or Improve Services:

10.68 %

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](#)).

The unduplicated population at BPCS during the 2016-2017 school year accounted for 53.7% of the total population. It is expected that the percentage of unduplicated students will be similar during the 2017-2018 school year. With this in mind BPCS will offer the above services to all enrolled students in an effort to continue providing the most effective learning environment and use of funds. These services include, but are not limited to expanded A-G and AP course offerings, college field trips, professional development on state and local assessments, parent partnership opportunities, and CCSS-aligned assessment and curriculum tools, especially in regards to mathematics. School-wide implementation of these programs, services and trainings are intended to foster a positive and inclusive learning environment, especially for the unduplicated population, as well as increase stakeholder knowledge and opportunities to engage in decision making.

Local Control and Accountability Plan and Annual Update Template Instructions

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

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

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

Plan Summary

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

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

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

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

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

Budget Summary

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

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fq/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted

expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)
- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

Stakeholder Engagement

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

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

- . Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

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

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

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

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

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

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

Priority 2: Implementation of State Standards addresses:

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

Priority 3: Parental Involvement addresses:

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

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

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

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

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

E. High school graduation rates;

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

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

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

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

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

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

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

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

Local Priorities address:

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

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

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

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

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

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

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

(e) “Suspension rate” shall be calculated as follows:

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

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

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

(f) “Expulsion rate” shall be calculated as follows:

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

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

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

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

Guiding Questions: Goals, Actions, and Services

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