Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

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

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

LEA Name	Riverside County Education Academy		
Contact Name and Title	Celeste Migliaccio, Principal	Email and Phone	cmigliaccio@rcoe.us 9518264902

2017-20 Plan Summary

THE STORY

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

Riverside County Education Academy is Military Charter School which serves students grade 9-12. We are a military learning environment that promotes: differentiated instructional strategies, personal discipline, physical fitness, and leadership skills. RCEA inspires honor and pride in its cadets to encourage them to demonstrate ethical behavior and to become responsible citizens. We currently have two locations, one in Moreno Valley and one in Indio. The Moreno Valley school serves 250 students. Our students are in a college and career going educational environment, with a 25:1 student teacher ratio. Our core courses are A-G approved; students are able to take Advanced Placement and AVID courses. Our philosophy is built on rigor, relevance, and relationships. The learning environment is structured and characterized by high expectations, trust, frequent positive interactions between cadets and adults. Our small environment gives students the support needed to graduate college and career ready.

LCAP HIGHLIGHTS

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

The 2017-2018 LCAP key features are to continue attaining the goals from previous years. There is still a need to: increase the college and career going culture, student engagement, and parental communication/engagement. The survey results along with all the stakeholders played a pivotal role in developing this LCAP. The data supports the decision to continue attaining the goals from previous years.

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	During the 2016-2017 school -year, we added two additional advanced placement courses. In touch notification system was purchased and linked to our new student information system. A nightly call goes out to parents to notify them if their child missed one or more periods. Attendance letters are mailed home to parents, when the student has excessive absenteeism. The CIF sports program continues to grow with the addition of cross country and track/ field. Teachers were trained and continuously utilize the EADMS to expand our assessment capabilities. A CAASP team was put together to address the deficiencies of our students in regards to state testing. An AVID team was developed and we created a plan and submitted it for our first year study. Finally, our quad went through an entire renovation.

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	We are still in need of pacing guides across the core content areas to address the common core state standards. The results from the SBAC EAP status suggest, we need to align our Mathematics and English Language Arts Curriculum to better reflect the rigor in the SBAC test. Teachers need further training on all of the tests under the CAASPP umbrella and CELDT. We need to institute a positive behavior program to reduce suspension, increase attendance, and increase parental engagement. There is a great need for intervention curriculum in the area of English Language Arts/ Mathematics. The survey results indicated access to technology for both teachers and students needs to be addressed. Teachers need to be able to fully embrace technology into their lesson plans. Finally, there is a need for student clubs to draw the students in who do not participate in sports or military drill.

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	As a school site, we had a performance gap in both English and Math as compared to Riverside County and California state data. Each sub group had similar data; however, our ethnicity for economically disadvantaged Hispanics sub groups needs to be addressed as over half of that that sub group did not met the standard. An intervention curriculum in English Language Arts and Mathematics will be implemented to address the performance gaps of all socioeconomic disadvantaged sub groups. Our teaching strategies in the area of student engagement need to be

evaluated in order to better serve our struggling students.

INCREASED OR IMPROVED SERVICES

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

"See LCAP Highlights"

BUDGET SUMMARY

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

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	$4,098,597
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	$298,000

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.

Riverside County Education Academy pays for all the Army Combat Uniforms for our cadets. Next students enrolled in Advanced Placement Courses have the opportunity to take the exam for free. Finally breakfast and lunch is provided for all students free of charge.

$2,297,028	Total Projected LCFF Revenues for LCAP Year

[Annual Update]{.underline} LCAP Year Reviewed: 2017-–20

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	Ensure that all students have access and enrollment in required course of study to graduate college and career ready.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☒ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

[ANNUAL MEASURABLE OUTCOMES]{.underline}

EXPECTED

RCEA needs to prepare students to be college and career ready. Through the enrollment in appropriate classes that will prepare them for college. We want to ensure students are enrolled in A-G approved courses that provide students with the rigor and challenges that prepare them for post-secondary options. We need to continue to provide students with access to advance placement classes through teacher preparation and increase the offerings of AP classes. We will prepare students to maximize their performance in state testing.   We want to make sure our ELL students are making strides towards being proficient through instructional strategies that help students perform better in their CELDT testing by establishing a baseline reclassification rate and incorporating targeted strategies to address their needs. We want to make sure our teachers area highly qualified while maintaining the proper ratio so all students have access to instructional materials

ACTUAL

We have made huge strides in the area of college and career readiness. All students have access to taking AP courses and being a part of the AVID program. We sent teachers to AP summer training institute. We developed a CAASP cohort of teachers, who took students through the practice tests and interim assessments. Our ELL population needs access to intervention curriculum, so they can better perform on the CELDT and state testing. We have done an excellent job recruiting highly qualified teachers and maintaining the 25:1 ratio of students to teacher.

[ACTIONS / SERVICES]{.underline}

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	ACTUAL
1. Teachers will create new curriculum for A-G approval as needed. Teachers will review approved curriculum to make addendums as needed.	1-Teachers have continued to create curriculum and adjusted to meet the needs of our students. New curriculum was developed for AP Spanish and AP Language.
2. Staff will attend the UC A-G Conference to get current information about writing A-G courses and receive updates on any changes to the writing or submitting process.	2-Teachers attended conferences at University California Riverside over the summer.
3. School will review elective courses and submit curriculum for A-G approval under section G college preparatory electives.	3-The school has reviewed the elective course but still needs to submit curriculum for A-G approval.
4. All students grades (9-10) will be enrolled in intervention classes for English Language Arts or Mathematics, as appropriate.	4-Students in grades (9-10) were enrolled in intervention classes; however, there wasn't a direct focus on English Language Arts or Mathematics.
5. Teachers will review pacing guides to ensure the curriculum being taught is aligned with what students should know on the Smarter Balance test.	5-Teachers have worked with our instructional coaches in Math/English to align pacing guides with the CAASP test. However, we know more work needs to be done in this area.
6. Science teachers will begin working on the Next Generation Science Standards and create new science class sequence. Every 9th grader will be enrolled in Biology.	6-Science teachers have attended conferences to learn how to design curriculum with the Next Generation Science Standards. All 9th graders were enrolled in Biology.
7. ELA teachers will receive training on Learning strategies in reading and writing EAP context.	7-ELA teachers did not receive training on learning

Actions/Services

8. English 11 teachers will incorporate common assessment writing prompts to monitor student progress and assess student's writing.

9. AVID Conference participation for new teacher and AVID teachers to develop AVID strategies to be incorporated school wide.

10. Incorporate AVID writing strategies to prepare students for EAP.

11. AVID tutors to assist AVID students with class work and preparation for college.

12. Send teachers to AP training for US History and English Language and Biology.

13. Purchase supplemental material to prepare students for AP English Literature and US History AP classes.

14. Purchase textbooks and classroom supplies for two new AP Classes.

15. Send staff to training for CELDT.

16. Pay for additional staff to administer and coordinate CELDT testing.

17. Pay staff extra duty for individual student conferences prior to CELDT to review student progress and how they can reclassify and the benefits of being reclassified.

18. Staff will collaborate to review test data and

strategies in reading and writing EAP context. Rather ELA teachers focused on the ERWC model of reading and writing.

8-The English 11 teacher did incorporate common assessments in writing to monitor students' progress. Students also took common assessments generated through EDAMS.

9-All new teachers and administration attended AVID summer institute. AVID strategies were incorporated school wide to include an AVID notebook in all core classes.

10-AVID writing strategies were incorporated school wide.

11-AVID tutors were not instituted this school year.

12-Teachers were sent to AP training for US History, English Language, and Spanish.

13-Teachers felt supplemental materials were not needed.
14-Textbooks were purchased for the AP classes.

15-Multiple teachers were sent to training for the CELDT test.

16-We paid for substitute teachers, so staff members could administer the CELDT.
17-There was not a need to pay for extra duty.

determine students that meet CELDT requirements of reclassification.

19. Reward students who have been reclassified with an awards ceremony.

20. Students who are designated at a 1 or a 2 in their CELDT test will be scheduled in an English Language Development class where the Rosetta Stone program will be used as a support to their language development curriculum.

21. Continue to monitor staff qualifications.

22. Purchase textbooks to replenish lost or stolen textbooks to maintain the 1:1 student textbook ratio

18-Staff collaborated and reviewed testing data and reclassified students who met the eligibility.

19-We are in the process of preparing an awards ceremony.

20-There was not a need to purchase the Rosetta Stone program.

21-Staff qualifications were continuously monitored.

22-Textbooks were replaced as needed.

Expenditures

BUDGETED
1. No Fiscal Impact
2. $1,400
3. No Fiscal Impact
4. $7,500

ESTIMATED ACTUAL
1. No Fiscal Impact
2. $800.00
3. No Fiscal Impact
4. No Fiscal Impact

5. No Fiscal Impact
6. No Fiscal Impact
7. No Fiscal Impact
8. No Fiscal Impact
9. $22,000
10. No Fiscal Impact
11. $18,000
12. $4,500
13. $9,000
14. $10,000
15. $1,000
16. $1,000
17. $1,000
18. $10,000
19. $500
20. $600
21. No Fiscal Impact
22. $10,000

5. No Fiscal Impact
6. No Fiscal Impact
7. No Fiscal Impact
8. No Fiscal Impact
9. $27,400
10. No Fiscal Impact
11. No Fiscal Impact
12. $3,180
13. No Fiscal Impact
14. $7,150
15. $1,000
16. $240
17. No Fiscal Impact
18. No Fiscal Impact
19. No Fiscal Impact
20. No Fiscal Impact
21. No Fiscal Impact
22. No Fiscal Impact

[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.	By the addition of 2 advanced placement classes, we successfully have given students more opportunities to be college and career going. Teachers are continuously working with our instructional coaches in math and English to develop curriculum aligned to the new state testing. Also the implementation of EADMS assessment tool has been an asset in the implementation process.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The overall effectiveness of the actions/services to achieve the articulated goals as measured by the LEA were positive. However, there is still a need to continue to strive towards the articulated goals as the goals were not completely met.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Differences in estimated actuals and budgeted expenditures were primarily due to not hiring AVID tutors, not adopting supplemental Advanced Placement materials, not adopting a curriculum for intervention classes, and not needing to replace text books. We budgeted $96,500; but, we spent 39,770.
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.	The changes that will be made are making adjustments to the pacing guides in English in Mathematics to reflect the CAASPP tests. Also the science curriculum will have to reflect the new NGSS standards and incorporate the new CAST test.

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?

The LEA consulted with all stake holders: parents, students, non-certified staff members, teachers, and administration. All stakeholders were given an opportunity to take a survey in February 2017. The survey link was also put on our school website to capture community members input. Two stakeholder meetings were held in April 2017 to review the data of our LCAP survey.   California Dashboard Data and recent local data were also considered in the development of goal number one.

IMPACT ON LCAP AND ANNUAL UPDATE

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

The consultations impacted the LCAP for the upcoming year, by the survey showing there is a need to better communicate with our students. The survey also revealed the need to have a survey in student friendly language. To continue, the data did not reveal which grade levels felt more impacted. A deficiency in the survey is less than ten percent of our parent took the survey.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

☐ New	☐ Modified	☒ Unchanged

Goal 1	Ensure that all students have access and enrollment in required course of study to graduate college and career ready.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☒ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

Statewide summative CAASPP student achievement data, teacher survey data, observational walk-through data, and AP test scores all indicate the need for continued professional development on creating pacing guides aligned for the standards.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
SBAC ELA % Standard Met	(2015-2016) 13%	Increase by 2% (from 13%-15%)	Increase by 2% (from 15%-17%)	Increase by 2% (from 17%-19%)
SBAC Math % Standard Met	2015-2016) 0%	Increase by 2% (from 0%-2%)	Increase by 2% (from 2%-4%)	Increase by 2% (from 4%-6%)
AP Test Scores 3 or Higher	(2015-2016) 1	Increase by 10 (from 1-11)	Increase by 4 (from 11-15)	Increase by 5 (from 15-20)

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	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☒ Specific Schools: Riverside County Education Academy Moreno Valley ☒ Specific Grade spans: 9-12

OR

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

Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
1. Teachers will create new curriculum for A-G approval as needed. Teachers will review approved curriculum to make addendums as needed. 2. Staff will attend the UC A-G Conference to get current information about writing A-G courses and receive updates on any changes to the writing or submitting process.	1. Teachers will create new curriculum for A-G approval as needed. Teachers will review approved curriculum to make addendums as needed. 2. Staff will attend the UC A-G Conference to get current information about writing A-G courses and receive updates on any changes to the writing or submitting process.	1. Teachers will create new curriculum for A-G approval as needed. Teachers will review approved curriculum to make addendums as needed. 2. Staff will attend the UC A-G Conference to get current information about writing A-G courses and receive updates on any changes to the writing or submitting process.

3. School will review elective courses and submit curriculum for A-G approval under section G college preparatory electives.

4. All students grades (9-10) will be enrolled in intervention classes for English Language Arts or Mathematics, as appropriate.

5. Teachers will review pacing guides to ensure the curriculum being taught is aligned with what students should know on the Smarter Balance test.

6. Science teachers will begin working on the Next Generation Science Standards and create new science class sequence. Every 9th grader will be enrolled in Biology.

7. ELA teachers will receive training on Learning strategies in reading and writing EAP context.

8. English 11 teachers will incorporate common assessment writing prompts to monitor student progress and assess student's writing.

9. AVID Conference participation for new teacher and AVID teachers to develop AVID strategies to be incorporated school wide.

10. Incorporate AVID writing strategies to prepare students for EAP.

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16. Pay for additional staff to administer and coordinate CELDT testing.

17. Pay staff extra duty for individual student conferences prior to CELDT to review student progress and how they can reclassify and the benefits of being reclassified.

18. Staff will collaborate to review test data and determine students that meet CELDT requirements of reclassification.

19. Reward students who have been reclassified with an awards ceremony.

20. Students who are designated at a 1 or a 2 in their CELDT test will be scheduled in an English Language Development class where the Rosetta Stone program will be used as a support to their language

10. Incorporate AVID writing strategies to prepare students for EAP.

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development curriculum.

21. Continue to monitor staff qualifications.

22. Purchase textbooks to replenish lost or stolen textbooks to maintain the 1:1 student textbook ratio

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BUDGETED EXPENDITURES

2017-18

Amount		
	28,900	Conferences
	37,500	Salary
	30,100	Supplies

Source	Obj. 4100 Textbooks Obj. 4300/4314/4320 Supplies Obj. 5200 Travel Obj. 5210 Mileage

Budget Reference	Res. 0000 Unrestricted Res. 1100 / 6300 Lottery

2018-19

Amount		
	28,900	Conferences
	37,500	Salary
	30,100	Supplies

Source	Obj. 4100 Textbooks Obj. 4300/4314/4320 Supplies Obj. 5200 Travel Obj. 5210 Mileage

Budget Reference	Res. 0000 Unrestricted Res. 1100 / 6300 Lottery

2019-20

Amount		
	28,900	Conferences
	37,500	Salary
	30,100	Supplies

Source	Obj. 4100 Textbooks Obj. 4300/4314/4320 Supplies Obj. 5200 Travel Obj. 5210 Mileage

Budget Reference	Res. 0000 Unrestricted Res. 1100 / 6300 Lottery

Res. 1400 EPA
Res. 3010 Title I
Res. 3310 Local Assist.
Total: 96,500

Res. 1400 EPA
Res. 3010 Title I
Res. 3310 Local Assist.
Total: 96,500

Res. 1400 EPA
Res. 3010 Title I
Res. 3310 Local Assist
Total: 96,500

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year ☒ 2017–18 ☐ 2018–19 ☐ 2019–20

Estimated Supplemental and Concentration Grant Funds: $ 315,709   Percentage to Increase or Improve Services: 12.74 %

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).

Each action/service is being funded and provided on a schoolwide basis.

Annual Update

LCAP Year Reviewed: 2017-20

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

Goal 2	Improve Student Engagement and School Climate Outcomes.

State and/or Local Priorities Addressed by this goal:	STATE ☒ 1 ☐ 2 ☒ 3 ☒ 4 ☒ 5 ☒ 6 ☐ 7 ☐ 8
	COE ☐ 9 ☐ 10
	LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
In an effort to have students better connected to school, our process of establishing need led us find variables to help students better connect with our school. We identified the maintenance and upkeep of our facility. We wanted to improve student outcome by focusing on student attendance and looking at strategies to improve student attendance. We looked at our discipline and focused on reducing suspension rates through a proactive approach of appealing to students social emotional needs. We wanted to impact our graduation rates and focus on getting students the resources to stay on track for graduation as well as giving them resources through credit recovery to allow for students to make up credits. All stakeholders agreed that students need resources in co-curricular activities to establish connections between students and the school. We looked at various resources to address this need.	Our school has gone through a quad renovation. We have implemented attendance letters. Parents receive letters, when their child has 3 or more full day absences. We have implemented an automatic dialer that is linked to our student information system. This notifies parents when their student has missed one or more period absences. We still need to address the issue of students being tardy to class. We need to continue to focus on positive behavior interventions in order to reduce suspension. We implemented a teacher on special assignment that gives students resources to stay on track for graduation. The teacher on special assignment also meets with the seniors and their parents to go over their graduation status. We added a notebook component to our credit recovery program to further the knowledge base and accountability of our students. Finally, two CIF sports were added this school year: cross country and track/field. We realize there is still a need to create

student clubs on our campus to further engage our students.

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	ACTUAL
1) Continue to allocate funds for repair and maintenance to maintain facilities in good repair.	1) We have made huge strides in maintaining a facility in good repair.
2) Maintain part time clerk to monitor attendance and be a liaison with parents of student who demonstrate habitual patterns in attendance and tardies.	2) A part time clerk was hired, who monitors attendance.
3) Continue to provide parents with parent portal access in our student information system so they can monitor student attendance.	3) We got a new student information systems and had difficulties transitioning from the old system to the new system. We are still in the process of getting parents access to the portal.
4) Continue SART process to provide students and parents with an intervention to discuss strategies to assist student with maintaining positive attendance patterns.	4) The SART process was continued. Attendance letters were sent home as an intervention. Parents have been required to meet with the principal and put on an attendance contract.
5) Continue to renew contract for Intern Social Worker to allow students access to another adult resource to counsel students and provide group resources in the area of anger management.	5) The Intern Social Workers contract was renewed. The interns do individual counseling and group counseling.

6) Continue with classroom presentation on Anti-Bullying campaign and peer intervention. We will invite guest speakers for school wide activities during the Anti Bullying Month (October).

7) Review disciplinary data to determine staff development as it pertains to positive support for students.

8) Continue to have school wide orientation for students and parents to review school rules and expectations.

9) Continue to renew student information system to allow parents access to student academic progress.

10) Continue to renew APEX credit recovery program to allow students to make up credits during the school year.

11) Continue practice of reviewing transcripts with students in grades 10-12.

12) Provide extended learning opportunities in the summer for students to obtain additional credits. Priority will be given to students in grades 11-12. Staff will be hired to provide students instruction.

13) School will continue to support CIF Sports in football, volleyball, B/G basketball, B/G soccer, baseball, softball and track

6) We did not have an anti-bullying campaign. Instead we had the deputy district attorney of juvenile courts of Riverside County do a guest presentation.

7) A review of disciplinary data was conducted. There is still a need to continue to develop a positive behavior intervention for students.

8) School wide rules are reviewed many times a month at our daily formation. When parents need to be notified the automatic dialer is sent out to them.

9) A new student information system was put into place. All teachers were given access to all students to help monitor the progress of all students.

10) APEX credit recovery program contract was renewed. Students are able to recover lost credits.

11) In August, grades 10-12 were given a copy of their transcripts and completed a graduation check. 9th grade students were taught the graduation requirements. In January grades 9-12 were given their transcripts and completed a graduation check.

12) Students were given the opportunity to enroll in summer school. It is a first come first serve basis.

13) We continued with CIF sports and added cross country and track/field.

Actions/Services	14) School will continue to support clubs on campus to connect students with various cultures, interest, college and careers. Students will participate in various field trips and activities to expose students to post-secondary community organizations.	14) Students were given the opportunity to visit various college campuses. There is a need to create clubs for students.
Expenditures	BUDGETED 1. $20,000 2. $20,000 3. No Fiscal Impact 4. No Fiscal Impact 5. $7,000 6. No Fiscal Impact 7. No Fiscal Impact 8. No Fiscal Impact 9. $6,000 10. $19,000 11. No Fiscal Impact 12. $7,000 13. $10,000 14. $7,000	ESTIMATED ACTUAL 1. $3,825 2. $38,916 3. No Fiscal Impact 4. No Fiscal Impact 5. $15,000 6. No Fiscal Impact 7. No Fiscal Impact 8. No Fiscal Impact 9. $3,750 10. $17,200 11. No Fiscal Impact 12. $21,247 13. $97,971 14. $5810

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.	We have made great progress towards creating a climate of college and career going culture. Adding additional advanced placement courses to our master schedule has afforded students more opportunities to succeed. Also the addition of two sports has added to the positive culture of the school.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The actions/services performed under this goal were effective except for the "anti-bullying" campaign. The data also suggest the need for a positive behavior tiered intervention model.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	The difference in the estimated actual and budgeted expenditures was primarily due to the cost of CIF sports. We budgeted $96,000; but, spent $203,719. We budgeted $10,000 but spent $97,971. In the upcoming years, there will be 100,000 allotted for CIF sports.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	There will be no changes in this year's LCAP as the goals are still a work in progress. The annual review and survey results suggest there is still a need to increase student engagement and school climate outcome.

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?

The LEA consulted with all stake holders: parents, students, non-certified staff members, teachers, and administration. All stakeholders were given an opportunity to take a survey in February 2017. The survey link was also put on our school website to capture community members input. Two stakeholder meetings were held in April 2017 to review the data of our LCAP survey.   California Dashboard Data and recent local data were also considered in the development of goal number two.

IMPACT ON LCAP AND ANNUAL UPDATE

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

The consultations impacted the LCAP for the upcoming year, by indicating a need to continue building a positive school climate. The students have voiced through the principal's student ambassador advisory group, they want to have clubs such as MECHA and BSU. The survey results support their voices. Staff meeting notes indicated teachers recommend clubs to engage students.   Parent meeting notes show a need to continue to provide families with social and emotional counseling for their teenagers and explore the possibility of PBIS to decrease suspension rate.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

☐ New	☐ Modified	☒ Unchanged

Goal 2	Improve student engagement and school climate outcomes.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☐ 2 ☒ 3 ☒ 4 ☒ 5 ☒ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

California Dashboard data and Local Data indicate the need to decrease suspension rate, increase attendance rate, and institute a positive behavior tiered intervention system.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
LEA Suspension Rate All Students	Dashboard Rate: 8.4% Dashboard Status: High Dashboard Performance Level: Yellow	Decrease Rate by 1% (from 8.4% to 7.4%)	Decrease Rate by 2% (from 7.4% to 5.4%)	Decrease Rate by 2% (from 5.4%-3.4%)
LEA Suspension Rate: Students with Disabilities	Dashboard Rate: 18.2% Dashboard Status: Very High Dashboard Performance	Decrease Rate by 3% (from 18.2% to 15.2%)	Decrease Rate by 5% (from 15.2%-10.2%)	Decrease Rate by 5% (from 10.2%-5.2%)

	Level: Red			
LEA Attendance Rate	Local Data: 93.40%	Increase Rate by 0.60 % (from 93.40% to 94%)	Increase Rate by 1% (from 94% to 95%)	Increase by 1.5% (from 95% to 96.5%)

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	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☒ Specific Schools: Riverside County Education Academy Moreno Valley ☒ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
1) Continue to allocate funds for repair and maintenance to maintain facilities in good repair. 2) Maintain part time clerk to monitor attendance and be a liaison with parents of student who demonstrate habitual patterns in attendance and tardies.	1) Continue to allocate funds for repair and maintenance to maintain facilities in good repair. 2) Maintain part time clerk to monitor attendance and be a	1) Continue to allocate funds for repair and maintenance to maintain facilities in good repair. 2) Maintain part time clerk to

3) Continue to provide parents with parent portal access in our student information system so they can monitor student attendance.

4) Continue SART process to provide students and parents with an intervention to discuss strategies to assist student with maintaining positive attendance patterns.

5) Continue to renew contract for Intern Social Worker to allow students access to another adult resource to counsel students and provide group resources in the area of anger management.

6) Continue with classroom presentation on Anti-Bullying campaign and peer intervention. We will invite guest speakers for school wide activities during the Anti Bullying Month (October).

7) Review disciplinary data to determine staff development as it pertains to positive support for students.

8) Continue to have school wide orientation for students and parents to review school rules and expectations.

9) Continue to renew student information system to allow parents access to student academic progress.

10) Continue to renew APEX credit recovery program to allow students to make up credits during the school year.

11) Continue practice of reviewing transcripts with students in grades 10-12.

liaison with parents of student who demonstrate habitual patterns in attendance and tardies.

3) Continue to provide parents with parent portal access in our student information system so they can monitor student attendance.

4) Continue SART process to provide students and parents with an intervention to discuss strategies to assist student with maintaining positive attendance patterns.

5) Continue to renew contract for Intern Social Worker to allow students access to another adult resource to counsel students and provide group resources in the area of anger management.

6) Continue with classroom presentation on Anti-Bullying campaign and peer intervention. We will invite guest speakers for school wide activities during the Anti Bullying Month (October).

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3) Continue to provide parents with parent portal access in our student information system so they can monitor student attendance.

4) Continue SART process to provide students and parents with an intervention to discuss strategies to assist student with maintaining positive attendance patterns.

5) Continue to renew contract for Intern Social Worker to allow students access to another adult resource to counsel students and provide group resources in the area of anger management.

6) Continue with classroom presentation on Anti-Bullying campaign and peer intervention. We will invite guest speakers for school wide activities during the Anti Bullying Month (October).

7) Review disciplinary data to determine staff development as it pertains to positive

12) Provide extended learning opportunities in the summer for students to obtain additional credits. Priority will be given to students in grades 11-12. Staff will be hired to provide students instruction.

13) School will continue to support CIF Sports in football, volleyball, B/G basketball, B/G soccer, baseball, softball and track

14) School will continue to support clubs on campus to connect students with various cultures, interest, college and careers. Students will participate in various field trips and activities to expose students to post-secondary community organizations.

8) Continue to have school wide orientation for students and parents to review school rules and expectations.

9) Continue to renew student information system to allow parents access to student academic progress.

10) Continue to renew APEX credit recovery program to allow students to make up credits during the school year.

11) Continue practice of reviewing transcripts with students in grades 10-12.

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		Students will participate in various field trips and activities to expose students to post-secondary community organizations.	connect students with various cultures, interest, college and careers. Students will participate in various field trips and activities to expose students to post-secondary community organizations.

BUDGETED EXPENDITURES

2017-18

	27,000	Salary	
Amount	126,000	Supplies	
	33,000	Services	

Source	Obj. 4300 – supplies Obj. 5200 – travel Obj. 5750 – social work intern direct costs Obj. 5810 - legal Obj. 5892 – Other services
Budget Reference	Res. 6500/6512 – Two Social Work Intern Res. 7338 – College Readiness Total: 186,000

2018-19

	27,000	Salary	
Amount	126,000	Supplies	
	33,000	Services	

Source	Obj. 4300 – supplies Obj. 5200 – travel Obj. 5750 – social work intern direct costs Obj. 5810 - legal Obj. 5892 – Other services
Budget Reference	Res. 6500/6512 – Two Social Work Intern Res. 7338 – College Readiness Total: 186,000

2019-20

	27,000	Salary	
Amount	126,000	Supplies	
	33,000	Services	

Source	Obj. 4300 – supplies Obj. 5200 – travel Obj. 5750 – social work intern direct costs Obj. 5810 - legal Obj. 5892 – Other services
Budget Reference	Res. 6500/6512 – Two Social Work Intern Res. 7338 – College Readiness Total: 186,000

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year   ☒ 2017–18   ☐ 2018–19   ☐ 2019–20

Estimated Supplemental and Concentration Grant Funds: $ 315,709   Percentage to Increase or Improve Services: 12.74 %

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).

Each action/service is being funded and provided on a schoolwide basis.

Annual Update

LCAP Year Reviewed: 2017-20

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 3	Increase parental communication and engagement and through use of bilingual service to provide materials in English and Spanish.

State and/or Local Priorities Addressed by this goal:	STATE ☐ 1 ☐ 2 ☒ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8
	COE ☐ 9 ☐ 10
	LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
Parents are an important part of the education of the student. Our goal is to increase parental involvement by surveying parents and what services or resources they would like to see the school offer parents. We also wanted to see if our efforts are impacting parent participation. We want to monitor parent attendance and continue to talk with our parents to see what we can do to increase parent attendance at all school meetings.	We need to continue to grow in this area. We give all correspondence to parents in both English and Spanish. However, we need to increase parental attendance at events. The use of the automatic dialer has helped to communicate with parents; the dialer goes out in English and Spanish. We continually add information on our website under the parent tab.

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	ACTUAL
1. Based upon results of the survey partnerships will be formed with community organizations that will provide necessary services to our	1. A partnership was formed with Riverside County Youth Accountability Team. Referrals are made on behalf of parents who are struggling with their student in various

Actions/Services	parents.	areas.
	2. Continue the automated parental notification system that engages parents with their child's education while providing communication in English and Spanish.	2. The automatic dialer goes out in English and Spanish to provide parents with notifications.
	3. Continue to update and provide resources for parents on our Parent Tab of the school web site. Provide parents with monthly newsletter to engage parents with school activities and resources.	3. We have continuously updated information on our school website for our parents. However, we have not generated a monthly newsletter.
	4. Continue to monitor parent attendance at all meetings to gauge parental involvement in meetings.	4. At activities where parents are invited, we have sign in sheets so we can monitor how many parents attended.
	5. Continue to use the automated parental notification system to inform and confirm parental attendance to all school meetings.	5. The automated parental notification system informs parents of events.

Expenditures	BUDGETED	ESTIMATED ACTUAL
	1. $5,000	1. No Fiscal Impact
	2. $7,500	2. $1569
	3. $1,500	3. No Fiscal Impact
	4. No Fiscal Impact	4. No Fiscal Impact
	5. $1,500	5. $1,500

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	The overall implementations of the actions/services to achieve the articulated goal were very positive. With the purchase of the "In Touch" dialer, parents receive messages in English/Spanish. The use of translating services at the parent LCAP meeting was also beneficial. Through the use of parent sign in sheets at various events, it was determined parental involvement is still an area in need of growth. There was money allotted to build partnerships with community organizations; this did not occur.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The training of the In Touch system was effective. The dialer now goes out nightly to notify parents if their child has missed one or more periods a day. The training of the clerical staff and site administrator on the use of the school website was also beneficial. Now the parent tab on the school website is updated weekly. However, there was no noted dramatic increase in parental involvement at events by the use of the dialer.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	We budgeted for $15,500; however, the actual expenditures were $3,069. We did not spend the money allotted for building partnerships. The partnership we built had no fiscal impact. Next the In Touch parent notification system did cost as much as was budgeted. Updated the information on the parent tab of our school website did not have a fiscal impact.
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.	Although there were many opportunities for parents to be involved in school events, the parent attendance at events is noted as very minimal. This is monitored by the parent sign in sheets at events. There were no changes made to this goal or actions. The implementation of metrics will assist in achieving 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?

The LEA consulted with all stake holders: parents, students, non-certified staff members, teachers, and administration. Parents, students, and staff were given an opportunity to be a part of the School Site Advisory Council. Two meetings were held: November 28, 2016 and February 27, 2017. All stakeholders were given an opportunity to take a survey in February 2017. The survey link was also put on our school website to capture community members input. Two stakeholder meetings were held in April 2017 to review the data of our LCAP survey.   California Dashboard Data and recent local data were also considered in the development of goal number three.

IMPACT ON LCAP AND ANNUAL UPDATE

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

As a result of meeting with stakeholders the implementation of a Parent Advisory Council will be continued. This council will continue regular conversations about addressing the needs of our students related to a variety of priority areas including pupil achievement in the area of college and career readiness, student engagement/climate, and parental involvement.   This council will help facilitate more parental involvement in the school.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

☐ New	☐ Modified	☒ Unchanged

Goal 3	Increase parental communication and engagement through the use of bilingual services to provide materials in English and Spanish

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☒ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

The local data indicates a great need to have parents more involved. Sign In Sheets at various events indicate less than ten percent of our parents attend our events.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Parent Teacher Conference Participation	Local Data 18	Increase by 32 (from 18- to 50)	Increase by 25 (from 50- to 75)	Increase by 25 (from 75- to 100)
LCAP Parent Survey Participation	Local Data 13	Increase by 32 (from 13- to 45)	Increase by 30 (from 45- to 75)	Increase by 25 (from 75- to 100)
LCAP Parent Meeting	Local Data 10	Increase by 20 (from 10- to 30)	Increase by 20 (from 30- to 50)	Increase by 20 (from 50- to 70)

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	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
1. Based upon results of the survey partnerships will be formed with community organizations that will provide necessary services to our parents. 2. Continue the automated parental notification system that engages parents with their child's education while providing communication in English and Spanish. 3. Continue to update and provide resources for parents on our Parent Tab of the school	1. Based upon results of the survey partnerships will be formed with community organizations that will provide necessary services to our parents. 2. Continue the automated parental notification system that engages parents with their child's education while providing communication in English and Spanish.	1. Based upon results of the survey partnerships will be formed with community organizations that will provide necessary services to our parents. 2. Continue the automated parental notification system that engages parents with their child's education while providing communication in English and Spanish.

web site. Provide parents with monthly newsletter to engage parents with school activities and resources.

4. Continue to monitor parent attendance at all meetings to gauge parental involvement in meetings.

5. Continue to use the automated parental notification system to inform and confirm parental attendance to all school meetings.

3. Continue to update and provide resources for parents on our Parent Tab of the school web site. Provide parents with monthly newsletter to engage parents with school activities and resources.

4. Continue to monitor parent attendance at all meetings to gauge parental involvement in meetings.

5. Continue to use the automated parental notification system to inform and confirm parental attendance to all school meetings.

3. Continue to update and provide resources for parents on our Parent Tab of the school web site. Provide parents with monthly newsletter to engage parents with school activities and resources.

4. Continue to monitor parent attendance at all meetings to gauge parental involvement in meetings.

5. Continue to use the automated parental notification system to inform and confirm parental attendance to all school meetings.

BUDGETED EXPENDITURES

2017-18

Amount	1,500	Salary
	14,000	Services
Source	See above included in Goal 1, Action 1 page 16 & 17	
Budget Reference	See above included in Goal 1, Action 1 page 16 & 17 Total: 15,500	

2018-19

Amount	1,500	Salary
	14,000	Services
Source	See above included in Goal 1, Action 1 page 16 & 17	
Budget Reference	See above included in Goal 1, Action 1 page 16 & 17 Total: 15,500	

2019-20

Amount	1,500	Salary
	14,000	Services
Source	See above included in Goal 1, Action 1 page 16 & 17	
Budget Reference	See above included in Goal 1, Action 1 page 16 & 17 Total: 15,500	

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year	☐ 2017–18 ☐ 2018–19 ☐ 2019–20

Estimated Supplemental and Concentration Grant Funds:	$ 315,709	Percentage to Increase or Improve Services:	12.74 %

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).

Each action/service is being funded and provided on a schoolwide basis.

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

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

Plan Summary

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

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

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

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

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

Budget Summary

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

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

- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

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

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.

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

Stakeholder Engagement

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

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to "LEA-wide."

- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to "schoolwide".

- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", place a check mark next to "Limited to Student Groups".

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

Location(s)

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

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

Actions/Services

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

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

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

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

Budgeted Expenditures

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

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

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

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

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

[Estimated Supplemental and Concentration Grant Funds](#)

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

[Percentage to Increase or Improve Services](#)

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

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

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

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

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.

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

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

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.

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

State Priorities

Priority 1: Basic Services addresses the degree to which:
- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:
- A. The implementation of state board adopted academic content and performance standards for all students, which are:
  - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
  - b. Mathematics – CCSS for Mathematics
  - c. English Language Development (ELD)
  - d. Career Technical Education
  - e. Health Education Content Standards
  - f. History-Social Science
  - g. Model School Library Standards
  - h. Physical Education Model Content Standards
  - i. Next Generation Science Standards
  - j. Visual and Performing Arts
  - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:
- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:
- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:
- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:
- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

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

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