

Local Control Accountability Plan and Annual Update (LCAP)

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

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

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

[LCFF Evaluation Rubrics](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Baypoint Preparatory Academy		
Contact Name and Title	Nancy Spencer, Executive Director	Email and Phone	nspencer@bayshoreprep.org , 951-658-1700

2017-18 Plan Summary

THE STORY

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

Baypoint Preparatory Academy (BPA) is committed to providing an intimate, friendly academic learning environment that recognizes and values a student's unique learning profile. BPA defines clear expectations, sets appropriate yet challenging goals, and celebrates student achievement. BPA believes that students who are actively involved in their educational program develop self-direction and thus become lifelong learners who are productive global citizens.

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

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

BPA is located in Hemet, California. BPA has a Free and Reduced Lunch population of 72.1%. BPA's Special Education population is 6.8% and its English Language Learner population is 9.7%.

LCAP HIGHLIGHTS

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

In the 2017-2018 LCAP, BPA strives to achieve three goals. First, students will be taught by fully credentialed, properly assigned instructional staff using high-quality curriculum aligned to Common Core State Standards (CCSS). BPA believes this is imperative to student success in the classroom. Next, all students, including all student subgroups such as unduplicated students and students with exceptional needs, will have access to AP and A-G courses, supplemental services, and intervention programs in order to attain mastery in CCSS. This is essential in maintaining the college preparatory expectations for the school as well as the community. Finally, BPA will provide a clean, safe, and positive learning environment for all students with minimal attendance issues. By doing so, BPA will be able to provide optimal learning environments for students.

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

BPA's socio-economically disadvantage student subgroup has demonstrated improvement on CAASPP assessment scores in mathematics and English Language Arts. In the 2015-2016 school year, 26% of students met or exceeded standards in mathematics and 35% of students met or exceeded standards in ELA. In the 2016-2017 school year, 39% of students met or exceeded standards in mathematics and 51% of students met or exceeded standards in ELA. While a growth of 13% and 16% is good, BPA would like to continue improving upon student understanding of Common Core State Standards.

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

GREATEST NEEDS

BPA would like to improve its state assessment scores in mathematics. While progress was made in certain student subgroups, such as FRLP, EL and SPED, the percentage of students schoolwide who met or exceeded the standards decreased by 8% (38% in 2015-2016 and 30% in 2016-2017). BPA is taking measures to increase this figure. BPA will be employing highly qualified instructional staff members with a background in mathematics. BPA is also investing in additional intervention programs, such as ST Math and Edgenuity's MyPath, to assist students who are at-risk of scoring below standard on state assessments.

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

BPA does not have any student groups performing two or more performance levels below the “all student” performance.

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.

BPA will improve its services to unduplicated students by offering additional intervention programs. BPA has integrated two software programs, ST Math and Imagine Learning, to assist K-5 students who need additional ELA and math support. For 6-12 grade students, BPA has invested in Edgenuity’s MyPath as an individualized intervention for at-risk students. BPA will continue to research and implement additional programs, such as Pearson’s Developmental Reading Assessments, Khan Academy and TenMarks. BPA will also invest in additional A-G courses as well as AP courses. This investment will ensure that BPA’s unduplicated students will meet the A-G requirements accepted by most colleges and universities.

BUDGET SUMMARY

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

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	\$ 4,094,504.00
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$ 1,128,357.00

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

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

\$ 4,500,496.00	Total Projected LCFF Revenues for LCAP Year
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Annual Update

LCAP Year Reviewed: 2016-17

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

Students will be taught by fully credentialed, properly assigned instructional staff using high-quality curriculum aligned to CCSS.

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

- 100% of teachers will be fully credentialed and will be properly assigned based on initial and annual verification of core teacher credentials as reported by the CA Commission on Teacher Credentialing and CALPADS Report 3.5 NCLB Core Course Section Compliance.
- 100% of students will have access to Common Core aligned curriculum and receive high quality instruction as evidenced by teacher's curriculum guides/lesson plans.
- 60% of continuously enrolled students will demonstrate progress toward mastery of standards in ELA and mathematics as demonstrated by local assessments and/or CAASPP results.

ACTUAL

- 100% of teachers were fully credentialed and properly assigned
- 100% of students had access to Common Core aligned curriculum
- 43% and 30% of continuously enrolled students demonstrated progress towards mastery of standards in ELA and mathematics as demonstrated by CAASPP results, respectively.
- 30% of continuously enrolled students demonstrated progress toward mastery of standards in mathematics as demonstrated by local assessments and/or CAASPP results.

ACTIONS / SERVICES

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

Action

1

Actions/Services

PLANNED
 Administrative staff will conduct a thorough hiring process which includes collection of documents such as resumes, CBEST/CSET results, official transcripts, credentials and licenses to ensure that teachers are fully qualified for specified assignment including ELD authorization, and conduct background checks in order to hire quality teaching staff. Administrative staff will regularly review credential status/assignments of current teaching staff.

ACTUAL

- Administrators posted teaching positions on Edjoin.org and Charter Schools Development Center’s Job Board.
- Administrators required the submission of: resumes, official transcripts, credentials and licenses in order to be considered for a position.
- Administrators required all applicants be fingerprinted and background checked.
- Administrators went through a thorough screening process that resulted in 20 new hires.
- Administrators reviewed credential status on a quarterly basis.

Expenditures

BUDGETED
 \$3,400.00

ESTIMATED ACTUAL
 \$750.00

2

Action

Actions/Services

PLANNED
 Baypoint Preparatory Academy will purchase instructional material aligned to CCSS as well as establish contracts with publishers and curriculum providers to develop and guide instruction particularly ELA such as Journey’s, Step Up to Writing, Wordly Wise, Saxon Phonics, My Path and Read Naturally.

ACTUAL

- BPA was able to acquire curriculum aligned to CCSS. Students in grades K-5 are utilizing Go Math and Journeys while students in grades 6-12 are utilizing Edgenuity.
- In addition to curriculum, BPA invested in ST Math, a game-based instructional software program for K-12 students and Imagine Learning, an individualized language and literacy software program.
- BPA also invested in Edgenuity’s MyPath, an individualized intervention for at-risk students.

Expenditures

BUDGETED
 \$173,512.00

ESTIMATED ACTUAL
 \$185,253.00

Action

3

Actions/Services

PLANNED
 Teachers will implement cross-curricular integrated curriculum utilizing a variety of texts, computer based information, collaborative and hands-on projects, and field trip experiences.

ACTUAL

- BPA invested in 255 Chromebooks and licenses for students
- Each grade took two educational field trips for the year. Fundraising efforts allowed some grades to take an additional fieldtrip. Some of the fieldtrips included: The University of California, San Diego, Riley's Farm, the Fingerprints Museum and San Diego Zoo Safari Park.

Expenditures

BUDGETED
 Curriculum: \$173,512.00
 Technology (Chromebooks): \$120,360.00
 Field Trips: \$6,000.00

ESTIMATED ACTUAL
 Curriculum: \$185,253.00
 Technology (Chromebooks): \$70,099.00
 Field Trips: \$20,659.00

4

Action

Actions/Services

PLANNED
 Teachers will identify and participate in CCSS training as well as professional development of the use of instructional materials purchased throughout the course of the year.

ACTUAL

- Professional development has been provided by consultants from Edgenuity, Imagine Learning and ST Math. Training was provided on the software, features, lessons and activities included in these programs.
- Professional development continued among teachers as instructional staff collaborated to support each other in effectively utilizing the curriculum.

Expenditures

BUDGETED
 \$6,400.00

ESTIMATED ACTUAL
 \$59,863.00

Action

5

Actions/Services

PLANNED
 Baypoint Preparatory Academy will continue to employ instructional coaches in the classroom to

ACTUAL

- BPA hired 16 instructional coaches as well as 2 full time substitute teachers to assist in the classroom.
- The Director of Education provided support and

support instruction and student learning. Administrative team will continue to provide leadership to teaching staff to ensure that classroom instruction is conducive to student learning and teachers provide adequate learning environments.

assistance to BPA's instructional staff through professional development days, regular scheduled evaluations and weekly progress monitoring.

Expenditures

BUDGETED
\$1,380.00

ESTIMATED ACTUAL
\$336,276.00

ANALYSIS

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

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

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

The Director of Education monitored the implementation of the Common Core State Standards through regularly scheduled teacher evaluations. Curriculum was purchased under the supervision and guidance of the Executive Director and the Director of Education. The Executive Director and the Director of Education utilized Edjoin.org to select candidates to interview for teacher and/or staff positions.

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

BPA was able to hire a number of highly qualified instructional staff members, this includes both teachers and instructional coaches. BPA provided teachers with effective curriculum and supplemental materials. BPA will continue to integrate technology into the classroom. BPA's staff responded positively to both the professional development days and the regular scheduled evaluations provided by the Director of Education. These actions/services have shown positive results in both local and state assessments, especially for BPA's unduplicated population.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

BPA's student population more than doubled from the 2015-2016 school year to the 2016-2017 school year. This resulted in a higher cost for materials and supplies as well as salaries and benefits.

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

No changes have been made to this goal.

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	All students, including all student subgroups such as unduplicated students and students with exceptional needs, will have access to AP and A-G courses, supplemental services, and intervention programs in order to attain mastery in CCSS.
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State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED

- 100% of students will have access to all academic content areas, including all grade levels and subgroups.
- 80% of students completing AP courses will score 3 or higher.
- 100% of teachers' lessons will require the integration of technology.
- 100% of students will be assessed at a minimum of two times during the school year using NWEA and those determined as at-risk will be provided intervention support.

ACTUAL

- 100% of students accessed all academic content areas.
- Students did not participate in AP courses this year.
- 100% of teachers' lessons included the integration of technology.
- 100% of students were assessed three times during the school year using NWEA MAP and those determined as at-risk were provided intervention support.

ACTIONS / SERVICES

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

Action	1				
Actions/Services	<table border="1" style="width: 100%;"> <tr> <td style="background-color: #d9ead3; color: #4f7942; font-weight: bold; font-size: 14pt; padding: 5px;">PLANNED</td> <td style="padding: 5px;">Students will have access to coursework that meets the A-G college entrance requirements as well as AP and Dual Enrollment Courses.</td> </tr> <tr> <td style="background-color: #d9ead3; color: #4f7942; font-weight: bold; font-size: 14pt; padding: 5px;">ACTUAL</td> <td style="padding: 5px;"> <ul style="list-style-type: none"> • Additional A-G courses were offered through Edgenuity. • A Dual Enrollment Partnership has been established with Mount San Jacinto Community College. </td> </tr> </table>	PLANNED	Students will have access to coursework that meets the A-G college entrance requirements as well as AP and Dual Enrollment Courses.	ACTUAL	<ul style="list-style-type: none"> • Additional A-G courses were offered through Edgenuity. • A Dual Enrollment Partnership has been established with Mount San Jacinto Community College.
PLANNED	Students will have access to coursework that meets the A-G college entrance requirements as well as AP and Dual Enrollment Courses.				
ACTUAL	<ul style="list-style-type: none"> • Additional A-G courses were offered through Edgenuity. • A Dual Enrollment Partnership has been established with Mount San Jacinto Community College. 				

Expenditures	BUDGETED \$173,512.00	ESTIMATED ACTUAL 185,253.00
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Action **2**

Actions/Services	PLANNED Baypoint Preparatory Academy will utilize instructional technology in the areas of ELA and Math (ST Math, Read Naturally, Edgenuity).	ACTUAL <ul style="list-style-type: none"> BPA utilized instructional technology in the areas of ELA and Math with the following programs: ST Math, Imagine Learning, Edgenuity and MyPath.
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Expenditures	BUDGETED Technology: \$120,360.00 Materials and Supplies: \$30,070.00	ESTIMATED ACTUAL \$146,298.00
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Action **3**

Actions/Services	PLANNED Baypoint Preparatory Academy will adopt appropriate supplemental and intervention programs and strategies for at-risk students including testing strategies in preparation, one-on-one and small group instruction. Elementary and targeted students in grades 6-12 will participate in ST Math and My Path curriculum weekly.	ACTUAL <ul style="list-style-type: none"> BPA adopted appropriate supplemental and intervention programs for at-risk students including strategies for test preparation. K-5 students utilized ST Math and Imagine Learning on a weekly basis. Targeted students in grades 6-12 were assigned supplemental courses in Edgenuity's MyPath. Instructional coaches and teachers provided additional tutoring.
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Expenditures	BUDGETED \$30,070.00	ESTIMATED ACTUAL \$107,246.00
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4

Action

Actions/Services	PLANNED Baypoint Preparatory Academy will place a Student Support tab on the school website supported by Child Find. This will include staff	ACTUAL <ul style="list-style-type: none"> Baypoint Preparatory Academy provided staff contact information on the school website for those who may have questions and need additional support.
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contact information for those who may have questions and need additional support.

Expenditures

BUDGETED
No Expense

ESTIMATED ACTUAL
\$3,068.00

Action

5

Actions/Services

PLANNED
Administrative staff will establish a contract with NWEA MAP interim assessments as a tool used for local benchmark which utilizes a consistent scale to measure proficiency on Common Core Standards as well as growth over time.

ACTUAL

- Administrative staff established a contract with NWEA.
- Assessments were administered three times throughout the school year: Fall, Winter, and Spring.
- The data helped instructional staff measure student proficiency on Common Core State Standards.

Expenditures

BUDGETED
\$30,070.00

ESTIMATED ACTUAL
\$4,400.00

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.

ST Math, Imagine Learning, and Edgenuity's MyPath were integrated into the classroom instruction for K-5 and 6-12 grade students, respectively. The Director of Education and the Director of Special Education established a SST protocol to assist with the implementation of interventions in the K-5 classrooms, as well as with the 6-12 students.

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

ST Math and Imagine Learning were used regularly in the K-5 classrooms. 6th-12th grade students were enrolled in Edgenuity's MyPath, if they were at-risks of scoring below standards on state assessments. All online curriculum was implemented by teachers and/or instructional coaches and monitored by the Director of Education. Additional A-G courses were purchased and offered to students.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

BPA's student population more than doubled from the 2015-2016 school year to the 2016-2017 school year. This resulted in a higher cost for materials and supplies as well as salaries and benefits.

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

Child Find was not purchased. Staff information was added to the school's website.

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

Baypoint Preparatory Academy will provide a clean, safe, and positive learning environment for all students with minimal attendance issues.

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

- Baypoint Preparatory Academy will ensure that facilities are safe and maintained in satisfactory repair as reported in the annual publication of the School Accountability Report Card.
- School Safety Plan will be discussed and enforced as evidenced through professional development agendas and annual safety drill calendars.
- Data from annual surveys will indicate that parents, students, and teachers believe Baypoint Preparatory Academy is a safe environment.
- Baypoint Preparatory Academy will maintain an annual suspension rate of less than 1% as evidence by the Annual School Accountability Report Card, Annual Report, and CALPADS Report 7.1 Discipline Incidents.
- Baypoint Preparatory Academy will maintain an annual expulsion rate of less than 1% as evidence by the Annual School Accountability Report Card, Annual Report, and CALPADS Report 7.1 Discipline Incidents.
- BPA will maintain a 95% ADA rate.

ACTUAL

- BPA ensured that facilities were safe and maintained in satisfactory repair.
- BPA's School Safety Plan was discussed and enforced as evidenced through professional development agendas and annual safety drill calendars.
- Data from the annual surveys indicated that parents, students, and teachers believe BPA is a safe environment.
- BPA maintained an annual suspension rate of less than 1%.
- BPA maintained an annual expulsion rate of less than 1%.
- BPA maintained a 95% ADA rate.

EXPECTED

ACTUAL

ACTIONS / SERVICES

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

Action	1	<p>PLANNED</p> <p>Administrators will conduct monthly and quarterly facility inspections to screen for safety hazards, ensure that all relevant architecture is preserved, monitor building, and health & safety codes are adhered to at all times.</p>	<p>ACTUAL</p> <ul style="list-style-type: none"> Administrators conducted monthly and quarterly facility inspections to screen for safety hazards. Administrators ensured that all health & safety codes were adhered to at all times. Administrators provided staff with safety handbooks and reviewed safety policies and procedures during professional development days. Campus Supervisor monitored the building's architecture.
Actions/Services		<p>BUDGETED</p> <p>No Expense</p>	<p>ESTIMATED ACTUAL</p> <p>\$23,308.00</p>
Expenditures			
Action	2	<p>PLANNED</p> <p>Custodial staff will conduct daily general cleaning: maintain campus cleanliness and HVAC systems and filters during the school year.</p> <p>Custodian will notify administration of any facility issues that are in need of repair.</p>	<p>ACTUAL</p> <ul style="list-style-type: none"> BPA hired a Custodian and a Campus Supervisor. Custodial staff conducted daily campus wide cleanings and maintained the HVAC system during the duration of the school year. The custodian was directed to notify administration of any facility issues that are in need of repair.
Actions/Services		<p>BUDGETED</p> <p>Janitorial and Housekeeping Services: \$29,500.00 Repairs: \$6,300.00</p>	<p>ESTIMATED ACTUAL</p> <p>\$23,308.00</p>
Expenditures			

Action

3

Actions/Services

PLANNED

Teachers will have ongoing professional development that promotes positive classroom management and appropriate student behavior. Baypoint Preparatory Academy will provide recognition and incentives for demonstrating positive school behavior.

ACTUAL

- Professional development continued among teachers as instructional staff collaborated to support each other in effectively creating a positive learning environment.

Expenditures

BUDGETED

\$6,400.00

ESTIMATED ACTUAL

\$59,863.00

4

Action

Actions/Services

PLANNED

Baypoint Preparatory Academy will provide recognition and incentives for perfect attendance. School Attendance Coordinator or designee will conduct periodic attendance updates to families reminding them of the importance of in-school attendance as the primary way of learning and success.

ACTUAL

- BPA hired a Receptionist and Office Manager to maintain and monitor student attendance.
- Twice a year, students, who came to school regularly, received a perfect attendance award.
- Families were notified immediately by office staff members, if students were chronically absent.

Expenditures

BUDGETED

\$102,616.00

ESTIMATED ACTUAL

\$89,184.00

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.	Staff, parent/guardian and student surveys were administered two times in the 2016-2017 school year. Stakeholders provided critical feedback on school safety and school climate. The custodian job was created and an employee was hired thru Edjoin.org. Perfect attendance was monitored by the Front Office Manager/Attendance Clerk.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Staff, parent, and student surveys were collected two times in the 2016-2017 school year. The custodian job was monitored by the Campus Supervisor. Perfect attendance was awarded to students during the End of Year awards ceremony. Professional development on positive behavior and classroom management was provided to the instructional staff.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	BPA's student population more than doubled from the 2015-2016 school year to the 2016-2017 school year. This resulted in a higher cost for materials and supplies as well as salaries and benefits. BPA also brought its janitorial services in-house.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	No changes were made to this goal.

Stakeholder Engagement

LCAP Year 2017–18 2018–19 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

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

IMPACT ON LCAP AND ANNUAL UPDATE

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

As a result of meeting with stakeholders and engaging in dialogue about the 2017-2018 LCAP as well as reviewing data from assessments, attendance and surveys, stakeholders believe that it is necessary to continue the current goals. These goals include: employing highly qualified instructional staff, providing A-G courses as well as intervention programs for at-risk students, and maintaining a safe, clean and positive learning environment. The use of data was essential throughout the process as it allowed for a systematic and organized way to consolidate information and analyze effectiveness, perceptions and greatest needs. Parents have become more confident and willing to provide feedback through surveys and meetings. In addition, teachers have become more informed about the needs of their students and the direction of the educational program. This critical and constructive feedback has been crucial in creating and reviewing the upcoming school year's LCAP.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

New
 Modified
 Unchanged

Goal 1

Students will be taught by fully credentialed, properly assigned instructional staff using high-quality curriculum aligned to CCSS.

State and/or Local Priorities Addressed by this goal:

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

Identified Need

Students need to be taught by fully credentialed instructional staff, with a broad range of CCSS aligned curriculum in order to meet standards.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Teachers will be fully credentialed and utilizing high-quality curriculum aligned to CCSS.	Continuously enrolled students demonstrated progress towards mastery of standards as demonstrated by local assessments and/or CAASPP results in the 2016-2017 school year. <ul style="list-style-type: none"> • ELA: 43% • Math: 30% 	Continuously enrolled students will demonstrate progress toward mastery of standards as demonstrated by local assessments and/or CAASPP results. <ul style="list-style-type: none"> • ELA: 50% • Math: 50% 	N/A	N/A

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
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Administrators will conduct a thorough hiring process which includes collection of documents such as resumes, CBEST/CSET scores, official transcripts, credentials and licenses to ensure that teachers are fully qualified for specified assignments. Background checks will be required. Administrative staff will regularly review credential status/assignments of current teaching staff.	N/A	N/A

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
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Amount	\$750.00	Amount		Amount	
Source	LCFF Base	Source		Source	
Budget Reference	5310 Licenses and Fees	Budget Reference		Budget Reference	

Action **2**

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

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

OR

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

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

[ACTIONS/SERVICES](#)

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
BPA will evaluate CCSS aligned curriculum and supplemental materials and make adjustments based on student data.	N/A	N/A

[BUDGETED EXPENDITURES](#)

2017-18	2018-19	2019-20	
Amount	\$77,133.00	Amount	
Source	LCFF Base	Source	
Budget	4100 Approved Textbooks and	Budget	

Reference Reference Reference

Action **3**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
BPA will continue to employ instructional coaches in the classroom to support instruction and student achievement. The administrative team will continue to provide support to teachers to ensure that classroom instruction is conducive to student learning.	N/A	N/A

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount <input type="text" value="\$541,418.00"/>	Amount <input type="text"/>	Amount <input type="text"/>
Source <input type="text" value="LCFF Base"/>	Source <input type="text"/>	Source <input type="text"/>
Budget Reference <input type="text" value="2100 Non-certified Instructional Aides"/>	Budget Reference <input type="text"/>	Budget Reference <input type="text"/>

New

Modified

Unchanged

Goal 2

All students will have access to AP and A-G courses, supplemental services, and intervention programs in order to attain mastery in CCSS.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

Identified Need

School data and student surveys demonstrate a lack of completion of A-G courses

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Students continuously enrolled at BPA for their final high school year will have completed the A-G requirements	100% of students continuously enrolled at BPA for their final high school year who completed the A-G requirements in 2016-2017	100% of students continuously enrolled at BPA for their final high school year will have completed the A-G requirements	N/A	N/A

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
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Students will have access to coursework that meets the A-G college entrance requirements as well as AP courses.	N/A	N/A

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$77,133.00	Amount:	Amount:
Source: LCFF Base	Source:	Source:
Budget Reference: 4100 Approved Textbooks and Core Curricula	Budget Reference:	Budget Reference:

Action **2**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
BPA will adopt appropriate intervention programs and strategies for at-risk students including strategies in test preparation and one-on-one and/or small group tutoring.	N/A	N/A

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$154,182.00	Amount	Amount
Source LCFF Base	Source	Source
Budget Reference 4100 Approved Textbooks and Core Curricula; 4300 Materials and Supplies; 5310 Licenses and Fees	Budget Reference	Budget Reference

Action **3**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Instructional staff will administer NWEA MAP assessments tri-annually to measure proficiency and growth on Common Core State Standards.	N/A	N/A

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$4,495.00	Amount	Amount
Source LCFF Base, LCFF S&C	Source	Source
Budget Reference 5310 Licenses and Fees	Budget Reference	Budget Reference

New

Modified

Unchanged

Goal 3

Baypoint Preparatory Academy will provide a clean, safe, and positive learning environment for all students with minimal attendance issues.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

Identified Need

Prior year data demonstrates a deficiency in student attendance

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Baypoint Preparatory Academy will ensure that facilities are safe and maintained in satisfactory repair in order to create an environment with minimal attendance issues	BPA maintained a 95% ADA rate in the 2016-2017 school year	BPA will maintain a 95% ADA rate	N/A	N/A

PLANNED ACTIONS / SERVICES

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

Action **1**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Administrators will conduct monthly and quarterly facility inspections to screen for safety hazards. Administrators will reinforce that all health & safety codes must be adhered to at all times. Campus supervisor will monitor all buildings to ensure relevant architecture is preserved.	N/A	N/A

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount <input type="text" value="\$24,958.00"/>	Amount <input type="text"/>	Amount <input type="text"/>
Source <input type="text" value="LCFF Base"/>	Source <input type="text"/>	Source <input type="text"/>

Budget Reference

5500 Operations and Housekeeping Services; 5640 Repairs

Budget Reference

Budget Reference

Action 2

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

Students to be Served

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

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

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

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Custodial staff will conduct daily campus cleanings, and maintain HVAC systems during the of the school year. Custodial staff will notify administration of any facility issues that are in need of repair.	N/A	N/A

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$24,958.00	Amount:	Amount:
Source: LCFF Base	Source:	Source:
Budget: 5500 Operations and	Budget:	Budget:

Reference

Reference

Reference

Action **3**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
BPA will provide recognition and incentives for perfect attendance. Administrators will conduct periodic attendance reviews for families to remind them of the importance of in-school attendance.	N/A	N/A

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount <input type="text" value="\$145,495.00"/>	Amount <input type="text"/>	Amount <input type="text"/>
Source <input type="text" value="LCFF Base"/>	Source <input type="text"/>	Source <input type="text"/>
Budget Reference <input type="text" value="2200 Non-certified Support Salaries"/>	Budget Reference <input type="text"/>	Budget Reference <input type="text"/>

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

2017–18 2018–19 2019–20

Estimated Supplemental and Concentration Grant Funds:

\$710,655.00

Percentage to Increase or Improve Services:

18.75 %

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

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

The unduplicated population at BPA during the 2016-2017 school year accounted for 72.5% of the total population. It is expected that the percentage of unduplicated students will be similar during the 2017-2018 school year. With this in mind BPA will offer the above services to all enrolled students in an effort to continue providing the most effective learning environment and use of funds. These services include, but are not limited to employing highly qualified instructional staff, expanding A-G and AP course offerings, professional development on CCSS-aligned curriculum, additional intervention programs for at-risk students and facility inspections to screen for safety hazards. School-wide implementation of these programs, services and trainings are intended to foster a positive and inclusive learning environment, especially for the unduplicated population, as well as increase stakeholder knowledge and opportunities to engage in decision making.

Local Control and Accountability Plan and Annual Update Template Instructions

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

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

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

[Plan Summary](#)

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

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

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

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

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

[Budget Summary](#)

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

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

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

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

Stakeholder Engagement

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

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

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

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

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

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

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

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

Priority 2: Implementation of State Standards addresses:

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

Priority 3: Parental Involvement addresses:

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

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

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

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

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

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

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

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

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

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

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

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

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

Local Priorities address:

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

Guiding Questions: Goals, Actions, and Services

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