

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	Metropolitan Education District		
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2017-20 Plan Summary

THE STORY

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

Silicon Valley Career Technical Education (SVCTE) Center is accredited by the Western Association of Schools and Colleges in San Jose, California. SVCTE offer students programs in 11 industry sectors which can lead to pathways to careers in Agriculture, Arts and Media, Building and Construction, Engineering, Fashion Design, Health Sciences and Medical Technology, Hospitality, Tourism, and Recreation, Information Technology, Public Services and Transportation. We offer over 64 industry certificates to students who successful complete the course requirements. Students intern at local hospitals, dental offices, government facilities, and private businesses. All SVCTE classes, 2 hour AM, and 3 hour PM, are Capstone credit.

The University of California has approved 21 CTE courses that meet UC a-g requirements. Courses are articulated with six local community colleges. Currently, we offer 2 dual enrollment courses in partnership with the community colleges. We have a Joint Partner Agreement (JPA) with six districts in Santa Clara County and we serve their students including students in charter schools or alternative programs. Our Joint Partnership Agreement (JPA) includes: Eastside Union High School District, San Jose Unified School District, Campbell Unified School District, Milpitas School District, Los Gatos/Saratoga School District and Santa Clara Unified School District.

Our students join us from 41 high schools and programs and we serve an average of 1500 students. An estimated 50% of our students are eligible to receive free and reduced lunch and an estimated 19% receive Special Education services. MetroED and SVCTE developed strategic goals to meet the educational and operational needs of students entering the workforce in the 21st Century.

Our strategic goals are measured twice a year with clear measurable goals and action steps. The top priorities are: Build a Collaborative and Healthy Culture, Improve Instruction for Student Outcomes, Increase Enrollment to 1800 Students, Achieve Financial Stability and Sustainability and Enhance Technology Knowledge, Usage and Delivery which all align to the state’s eight priorities.

In 2016, SVCTE opened Map Your Future (MYF) center to provide students college and career counseling. This program provides students college counseling in partnership with San Jose City College.

Our overarching goals are to continue to increase access for all students to attend our CTE courses within our JPA and charter schools, provide students opportunities to learn specific skills and earn industry certificate(s), earn high school and UC a-g credit and experience other electives that can lead to career pathways in college and beyond. We continuously plan for and provide high quality course options for all students.

Students attending SVCTE have the potential to earn dual enrollment credit and UC a-g credit. Students earning a C or above in their entire class for the year are identified as completers.

LCAP HIGHLIGHTS

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

The key features of this year's LCAP are:

- Restructure of AM session
- New Student Information System
- Improved curriculum and course outline design
- Developed new course
- Increased course offerings
- Dual Enrollment partnership with community colleges
- Created outreach plan to provide more student access and increase enrollment
- Development of Map Your Future, College and Career Center
- New district and school website
- New district and school marketing and advertisement
- Increased outreach events and tours
- Host JPA and other community partner events at SVCTE
- Increased professional development opportunities
- Attendance Incentive Program
- Radar Roster
- New parent/student portal
- WASC mid-cycle review March 2018

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

An increase of high-wage, high-skill course offerings, redesigned course outline, increased UC a-g articulation courses and increased internships providing more students real live work experiences. Offered two dual enrollment courses. Increased job related certificates offered to students. All 2 & 3 hour course outlines are completed and Board approved. Prop 51d approved application to re-design and repair the Automotive building. New class: Mechatronics Engineering.

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

Develop business partnerships to increase course outcomes and sustainability. Increase student access to SVCTE courses and increase student enrollment at SVCTE. Implement a work-based learning program. Differentiated teacher professional development to improve teaching and learning. Advocate for direct State funding for CTE centers.

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

Provide student options for 24 CTE programs, college and career planning, and internships to students in participating programs. Increase the number of students attending SVCTE to earn CTE credentialing for college and career readiness. Redesign manufacturing and law courses and develop a plan to include business sponsorships.

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.

For the 2017-18 school year, SVCTE redesigned the morning session bell schedule to two hours instead of three hours to accommodate for the changes in the majority of the feeder high school block scheduling. By redesigning the AM session instructional time, more students will have access and opportunities to attend SV CTE and earn high school credits and certificate(s) for program completion.

SVCTE invested in a new Student Information System with a new grading system to improve accountability, data collection and dissemination, district and state reporting, and parent and student communication regarding student performance, attendance and events. Internal systems have been improved to better utilize the new SIS. JPA and high school data reports were created and shared with stakeholders. Youth Truth Survey was administered.

BUDGET SUMMARY

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

DESCRIPTION

AMOUNT

Total <u>General Fund Budget</u> Expenditures for LCAP Year	\$ 14,101,564
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$ 14,101,564

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.

Expenditures that are not included in the LCAP are primarily operational costs that contribute to the overall school function.

Note: the projected LCFF revenues are based on LCFF revenue transfers from the JPA member districts.

\$ 11,054,246

Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2017-2018

The 8 State Priorities for Funding are embedded and combined into three overarching goals: 1.) Conditions for Learning 2.) Pupil Outcomes 3.) Engagement

Goal 1

Conditions of Learning (State priorities 1, 2 & 7):

1. Teachers will be appropriately assigned and fully credentialed in CTE Model Curriculum Standards and course requirements
 - a) Every student has access to standards-aligned instructional materials
 - b) Ensure that facilities are maintained and in good repair
2. Implementation of the state CTE standards and performance standards to allow students to access Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS) for all students
7. Access to a broad course of study and programs for all students including technology and relevant curriculum

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

1. 97% of SVCTE teachers will be appropriately assigned and fully credentialed as measured by California Teacher Commission, Williams Act report approved credentialing agency, CTE industry teacher standards and MetroED teacher qualification requirements.
2. 97% of students will have access to standards-aligned instructional materials as measured by Williams Act Textbook Inventory (updated annually every fall).
3. 97% of MetroED's facilities will be maintained and in good repair as measured by Climate Survey Data
4. 100% of facility repairs will be *prioritized* and include an action plan with timeline that will be communicated to key stakeholders
5. School redesign: Design a new AM structure by shortening the class from 3 hours to 2 hours to provide all students access to a CTE course
6. Continue to implement a Project Based Learning (PBL) framework for teaching to support real live learning experiences and aligns which aligns to Common Core – critical thinking, communication, collaboration and creativity (PBL).
7. Implement new Course Outline to align with Key Assignments and UC a-g

ACTUAL

- 100% (34) of SVCTE teachers are appropriately assigned and fully credentialed as measured by California Teacher Commission, Ventura COE, approved credentialing agency, CTE industry teacher standards and MetroED teacher qualification requirements.
 - 8 teachers have a preliminary credential
- 100% of students will have access to standards-aligned instructional materials (updated annually every Fall)
- 70% of MetroED's facilities will be maintained and in good repair as measured by facilities walk-throughs, maintenance reports, state regulation reports (get appropriate wording)
 - Repairs are identified and a process will determine action steps and timeline
- Prop 51d application for Automotive building approved
- AM schedule implemented and AM & PM enrollment balanced
- PBL has not been the focus for PD
- 3 new UC a-g courses approved – Medical Health has dual approval (d & g)

- requirements for all courses
- 8. Increase UC a-g Approved Courses by 3%
- 9. Increase entry-level employment skills in industry upon graduating from high school by measuring number of students placed in internships and workforce.
- 10. Increase articulation agreements and implement dual enrollment option
- 11. Increase student retention from time of application and acceptance to first day of school by 15% (03/18)

- WBL position reopened in March 2018 after former WBL resigned.
- 2 new dual enrollment classes offered in partnership with Evergreen Community College by Spring 2018, renewed articulation agreements are pending, 1 new articulation agreement established with Cabrillo College.

SVCTE Students' Progress

- Attendance rate: 95.62%
- Dual Enrollment: 59 students
- Enrolled in UC a-g Approved Classes: 964
- Work Based Learning Experiences: 12,990
- Internships: 500 +
- SkillsUSA Competitors: 82 students
- HOSA Competitors: 6 students
- Student Ambassadors: 66 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**

Actions/Services

PLANNED

Attract, develop and retain talented staff through a high quality standardized hiring process that screens, interviews, and offers employment to qualified candidates and highly qualified CTE instructor for SVCTE's new pathway courses and future vacancies (Cybersecurity, Pharmacy, Mobile Apps, Sports Medicine)

ACTUAL

Completed Summer 2016
Hired new STEAM Specialist (Fall 2017)

Expenditures	\$336,000	ESTIMATED ACTUAL \$376,889
Actions/Services	PLANNED Purchase textbooks and curricular resources for one new CCPT course - Cybersecurity	ACTUAL Completed 2016-2017
Expenditures	BUDGETED \$125,000	ESTIMATED ACTUAL \$62,792
Actions/Services	PLANNED Ensure students have access to clean, safe, well-maintained facilities. Set up new classroom with appropriate equipment, furniture and technology infrastructure to support new ICT Cybersecurity course (Fall 2016). Inspect and repair all automotive lifts (Fall 2016). Replace the 12000 volt electrical switch. Retrofit Bldg 500 and parking lot lighting. Continue deferred maintenance projects (lighting, roofing, painting, etc.)	ACTUAL On-going
Expenditures	BUDGETED \$700,000	ESTIMATED ACTUAL \$700,000
Actions/Services	PLANNED Implement new Course Outline to align with Key Assignments and UC a-g requirements	ACTUAL New course outline template created; 98% of course outlines completed
Expenditures	BUDGETED \$70,000	ESTIMATED ACTUAL \$ 48,000
Actions/Services	PLANNED Increase UC a-g Approved Courses to 21 courses	ACTUAL 20 courses; 21 available credit options (March 2018)
Expenditures	BUDGETED \$102,000	ESTIMATED ACTUAL \$102,000

Actions/Services	PLANNED Continue to align resources to the strategic plan and LCAP by monitoring and adjusting goals to meet the needs of students (strategic planning, counselor, C & I quarterly, and Superintendent's meetings)	ACTUAL Ongoing
Expenditures	BUDGETED \$20,000	ESTIMATED ACTUAL \$20,000
Actions/Services	PLANNED Mechatronics New Course	ACTUAL Offered new course
Expenditures	BUDGETED \$140000	ESTIMATED ACTUAL \$167,084
Actions/Services	PLANNED Redesigned 3 to 2 hour course outlines	ACTUAL Completed
Expenditures	BUDGETED \$20,000	ESTIMATED ACTUAL \$27,796
Actions/Services	PLANNED Skills Regional Planning	ACTUAL Completed
Expenditures	BUDGETED \$7,000	ESTIMATED ACTUAL \$6,764

ANALYSIS

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

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

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

Actions and services for this goal were generally implemented as planned with a few exceptions primarily due to timelines for hiring staff and unanticipated needs for additional staff or resources to support full implementation.

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

Based on the current data, the goals and strategies have been effective. More students have access to high-quality learning and programs with on-going messaging of our capstone CTE classes and the benefit to students. Given the actions this year, we anticipate our program to continue to improve in student access and success, program effectiveness and increased student enrollment. The enrollment in AM and PM are balanced and more students enrolled in our under-enrolled courses. There continues to be a decline in student retention from the time students apply to SVCTE and the first day of school.

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.

Changes were not made to the goals in prior years. Goals were added based on the needs of students for the new school year after data analysis. The strategic plan and WASC action plan determined goals for revision, including adding new goals to meet the needs of all students.

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

Conditions of Learning *(State priorities 1, 2 & 7):*

1. Teachers will be appropriately assigned and fully credentialed in CTE Model Curriculum Standards and course requirements
 - a) Every student has access to standards-aligned instructional materials
 - b) Ensure that facilities are maintained and in good repair
2. Implementation of the state CTE standards and performance standards to allow students to access Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS) for all students.
7. Access to a broad course of study and programs for all students

State and/or Local Priorities Addressed by this goal:

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

Identified Need

Identified a need to create a rigorous CTE course of study aligned to CTE, CCSS, and NGSS state standards. Curriculum is not consistently aligned to standards. Goal to provide all students access to resources for their course with the option to earn certificate(s) and participate in course related extra-curricular activities in a safe and equipped facility.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Cleared teacher credentialed in CTE	100	100	100	100
Student access to instructional material & equipment	100	100	100	100
Facilities are safe and conducive for teaching and learning	70	70	75	80

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Schedule dedicated time (3 times/year) for curriculum development during monthly collaboration	Sustain curriculum professional development hours and collaboration	Sustain curriculum professional development hours and collaboration
All staff PD: Project Based Learning (PBL) to enable teachers to incorporate PBL in their courses	All staff PD: Project Based Learning (PBL) to enable teachers to incorporate PBL in their courses	All staff PD: Project Based Learning (PBL) to enable teachers to incorporate PBL in their courses
Provide PD to teachers that enables them to create cross curricular units with other CTE courses	New Teacher mentor program	New Teacher mentor program
Principal Collaborative PLC – building teacher leadership capacity; SIS trainers	Principal Collaborative PLC – building teacher leadership capacity	Principal Collaborative PLC – building teacher leadership capacity

Redesign the AM session to 2 hours; modify the curriculum to 340 hours	Use Program Quality Assessment (PQA) to measure the fidelity of teachers' inclusion of CCSS Standards and NGSS in their CTE Model Curriculum.	Use Program Quality Assessment (PQA) to measure the fidelity of teachers' inclusion of CCSS Standards and NGSS in their CTE Model Curriculum.
Use the 11 Elements Course Review to determine the strengths, areas of improvement and action steps to provide a high quality course.	Use the 11 Elements Course Review to determine the strengths, areas of improvement and action steps to provide a high quality course.	Use the 11 Elements Course Review to determine the strengths, areas of improvement and action steps to provide a high quality course.
Determine facilities needing immediate repairs and service to improve the conditions of the classroom environment and prioritize and create an action plan to support new programs	Determine facilities needing immediate repairs and service to improve the conditions of the classroom environment and prioritize and create an action plan.	Determine facilities needing immediate repairs and service to improve the conditions of the classroom environment and prioritize and create an action plan.
Implement 1-2 dual enrollment course offerings	Increase number of dual enrollment course offerings by two.	Increase number of dual enrollment course offering by two.
Gather and align some data used for CA College and Career Indicator (CCR) to local indicators of success	Gather and align some data used for CA College and Career Indicator (CCR) to local indicators of success	Gather and align some data used for CA College and Career Indicator (CCR) to local indicators of success
	Provide PD to teachers that enables them to create cross curricular units with other CTE courses	Provide PD to teachers that enables them to create cross curricular units with other CTE courses

2017-18		2018-19		2019-20	
Amount	\$190,880	Amount	\$142,279	Amount	\$142,279
Source	General and Building Funds	Source	General Funds	Source	General Funds
Budget Reference	Funds 010 and 210	Budget Reference	Fund 010	Budget Reference	Fund 010

Goal 2

Pupil Outcomes (State priorities 4):

4. Student achievement as measured by performance of students who are “college and career ready, the number of students who pass a dual enrollment course and receive college credit.

- a. % of students completed CTE or UC a-g courses
- b. % of students demonstrating college preparedness as measured by:
 - i. Number of completers
 - ii. Number of interns
 - iii. Number of industry certificates
- c. Evaluate qualitative information from Program Quality Assessments (PQA's) and Employer Advisory Boards (EABs)
- d. Elicit feedback from all of our stakeholders – administrators, teachers, bargaining unit and other school personnel
- e. Collect data on local priorities including:
 - i. Courses in each industry sector
 - ii. Industry certificates
 - iii. Number of course completers

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

1. 70% of students complete CTE sequence or UC a-g courses as measured by number of students enrolled in SVCTE UC a-g courses and/or a CTE sequence of courses.
2. 80% of students will demonstrate college preparedness as measured by: CTE course completer, internship, and industry certification(s).
3. Evaluate the effectiveness of 100% of our CTE courses as measured by the PQA and EAB process. Summarize this analysis in a biennial review for each course.
4. Administer annual student, parent, teacher and staff surveys to track progress and identify areas for improvement.
5. Collect data on each program as measured by course enrollment, completers, industry certifications, internships and industry-related employment.

ACTUAL

- End of the Year Data (June 2018)
- End of the Year Data (June 2018)
- 11 Elements course review and action plans and EABs updated
- PQA completed 2015/2016
- Student interest survey submitted to students in March 2017 – results analyzed and shared with stakeholders
- Collect end of the year data; on-going data collection and reporting to JPA districts and high school
- Data collected in Infinite Campus gradebook/CTE tab/enrollment

6. Expand access to enrollment and persistence in CTE courses by offering selected CTE courses to 10th graders

ACTIONS / SERVICES

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

Action **2**

Actions/Services	PLANNED Provide professional development and collaboration time for teachers implementing UC a-g approved course curriculum; created a calendar	ACTUAL Hired STEAM specialist to realign current standards to meet A-G standards
Expenditures	BUDGETED \$156,000	ESTIMATED ACTUAL \$72,738
Actions/Services	PLANNED Clearly define CTE course sequences that start in our K-12 JPA school districts and articulate to our 12-14 community college partners.	ACTUAL Articulations are still in process with local community colleges and sequencing with JPA partners. Increased UC a-g approved courses from 19 to 24 classes and launched 2 dual enrollment courses.
Expenditures	BUDGETED \$26,905	ESTIMATED ACTUAL \$26,905
Actions/Services	PLANNED Analyze the effectiveness of each CTE course through the Program Quality Assessment (PQA) and Employer Advisory Board (EAB) process. Summarize key findings from these processes in each course's biennial review.	ACTUAL PQA completed. The biannual report was completed, 2015/2016 and 11 Elements April 2017.
Expenditures	BUDGETED \$3,600	ESTIMATED ACTUAL \$3,600
Actions/Services	PLANNED Send out Climate Survey on three consecutive occasions to elicit at least 40% response from our external stakeholders (parents and students) and at least 60% response from our	ACTUAL In progress, Staff Climate Survey November 2016, Student Interest Survey February 2017. Youth Truth Staff and Student Survey February 2018

	internal stakeholders (teachers and staff).	
Expenditures	BUDGETED \$1,900	ESTIMATED ACTUAL \$1,900
Actions/Services	Collect End-of-Year Data on our SVCTE students: enrollment, completers, industry certifications, internships, and industry-related employment. Compare this data to previous years to see growth and areas for improvement over time.	ACTUAL Created online system. Teachers enter student data. Done May; new data entry for May 2018. Programmer improved Survey design to collect and disaggregate student data.
Expenditures	BUDGETED \$9,000	ESTIMATED ACTUAL \$3,860

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Goal 2	<p>Pupil Outcomes (<i>State priorities 4</i>):</p> <p>4. Student achievement as measured by performance of students who are “college and career ready, the number of students who pass a dual enrollment course and receive college credit.</p> <ul style="list-style-type: none"> a. % of students completed CTE or UC a-g courses b. % of students demonstrating college preparedness as measured by: <ul style="list-style-type: none"> i. Number of completers ii. Number of interns iii. Number of industry certificates c. Evaluate qualitative information from Program Quality Assessments (PQA's) and Employer Advisory Boards (EABs) d. Elicit feedback from all of our stakeholders – administrators, teachers, bargaining unit and other school personnel e. Collect data on local priorities including: <ul style="list-style-type: none"> iv. Courses in each industry sector v. Industry certificates vi. Number of course completers

State and/or Local Priorities Addressed by this goal:

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

Identified Need

Identified a need to increase students prepared for college and career by giving them access to complete CTE UC a-g courses and certificates. Goal to provide all students access to resources for their course with the option to earn industry certificate(s), intern and earn college credit.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Increase course completers	76.8%	80%	85%	90%
Increase number of students in internships	24.8%	29%	34%	40%
Increase number of students in work based learning	0	10%	15%	20%
Increase industry certificates	24	26	28	30
Increase dual enrollment credits earned	0	5%	10%	15%

PLANNED ACTIONS / SERVICES

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

Action **2**

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Collect student data using Infinite Campus SIS	Collect and disaggregate student data using SIS	Collect and disaggregate student data using SIS
Analyze student achievement data for mastery of course objectives, competencies and certificates.	Analyze student achievement data for mastery of course objectives, competencies and certificates.	Analyze student achievement data for mastery of course objectives, competencies and certificates.
Align certificates and competencies to the CTE state standards	Align certificates and competencies to the CTE state standards	Align certificates and competencies to the CTE state standards
Incorporate Work Based Learning experiences into CTE courses: provide PD for teachers in which a common set of standards for work based readiness are utilized for all teachers	Improve and increase Work Based Learning experiences into CTE courses: provide PD for teachers in which a common set of standards for work based readiness are utilized for all teachers	Increase Work Based Learning experiences into CTE courses: provide PD for teachers in which a common set of standards for work based readiness are utilized for all teachers

Increase the number of students engaged in internships or other quality work based learning experiences in the summer / senior year jobs aligned with the pathway career theme

Increase the number of students engaged in internships or other quality work based learning experiences in the summer / senior year jobs aligned with the pathway career theme

Increase the number of students engaged in internships or other quality work based learning experiences in the summer / senior year jobs aligned with the pathway career theme

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$181,435	Amount	\$182,029	Amount	\$182,029
Source	General Fund	Source	General Fund	Source	General Fund
Budget Reference	Fund 010	Budget Reference	Fund 010	Budget Reference	Fund 010

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

	<input type="checkbox"/> New	<input checked="" type="checkbox"/> Modified	<input type="checkbox"/> Unchanged
Goal 3	<p>Engagement (State priorities 3, 5, & 6):</p> <p>3. Parent Involvement – seek parent partnership and input in decision making</p> <p>5. Pupil Engagement – increase student attendance rate and reduce chronic absenteeism rate and increasing student participation in Skills USA</p> <p>6. School Climate – improve school climate by reducing suspension rate</p>		

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

Identified Need

Identified a need to increase parent and student engagement / participation in school related outreach events and include parents and students in decision making. Need to include parents in college and career programs to support student post-secondary success.

EXPECTED

- 1) 90% accurate parental email in the SIS
- 2) Improve parental attendance to parent/teacher night
- 3) Implement a communication channel with the parents to specifically keep them updated on school programs, calendar, clubs and grades
- 4) Invite parents to tour and participate in Map Your Future events
- 5) Expand the enrollment of CTE courses, especially in courses with a decline in enrollment
- 6) CTE Signing Event

ACTUAL

- Infinite Campus SIS determined 45% email addresses confirmed; 2018-19 – 95% parent email addresses entered
- Increased number of participants in Back to School Night (estimate by 50%) and implemented 3 college information nights (125 parents attended)
- Infinite Campus
- Map Your Future launched in Spring 2017
- Program highlights, tours, new marketing, determine results in Fall

participation, feedback, survey
 8) Increase LCAP Community Engagement meeting participation and survey completion by 25%

- An estimated 800 in attendance, improving event for next year
- Parent communication for SY18-19 began May 1 using SIS email/text/phone
- Increased parent engagement meeting, an estimated 125 parents attended

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 **3**

Actions/Services	PLANNED Host a Parent Open House, Information Night in the Fall and Spring and College Night	ACTUAL Done
Expenditures	BUDGETED \$4,000	ESTIMATED ACTUAL \$4,000
Actions/Services	PLANNED Increase number of students competing in Regional SKILLS USA competition	ACTUAL Done
Expenditures	BUDGETED \$47,635	ESTIMATED ACTUAL \$47,635
Actions/Services	PLANNED Participate in first HOSA competition by sending 5 students to compete	ACTUAL Done
Expenditures	BUDGETED \$8,000	ESTIMATED ACTUAL \$8,000
Actions/Services	PLANNED Launched CTE Signing Day	ACTUAL Done

Expenditures

BUDGETED \$8,350	ESTIMATED ACTUAL \$8,350
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EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Student Survey Responses	0	78%	90%	100%
Parent/Community Survey Responses	0	70%	90%	100%
Enrollment Increase	1311	1585	1650	1750

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 **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 checked="" type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Develop a communication strategy for parents, students and high schools using new SIS which will be measured by attendance, feedback and surveys	Improve communication to parents, students and JPA high schools which will be measured by attendance, feedback and surveys	Improve communication to parents, students and JPA high schools which will be measured by attendance, feedback and surveys
Schedule parent and community engagement meetings success will be measured by feedback and attendance from parents and community members using surveys	Schedule parent and community engagement meetings success will be measured by feedback and attendance from parents and community members using surveys	Schedule parent and community engagement meetings success will be measured by feedback and attendance from parents and community members using surveys
Invite parents to participate in Map Your Future Events workshops or presentations to engage parents on college and career	Invite parents to participate in Map Your Future Events workshops or presentations to engage parents on college and career	Invite parents to participate in Map Your Future Events workshops or presentations to engage parents on college and career
Implement parent outreach to learn about CTE and the options available to their student: showcase, information	Implement parent outreach to learn about CTE and the options available to their student:	Implement parent outreach to learn about CTE and the options available to their student:

night, college and career presentations	showcase, information night, college and career presentations	showcase, information night, college and career presentations
Develop 1-2 opportunities for students to participate in community service projects that will enhance real-life learning experiences and community	Increase and improve opportunities for students to participate in community service projects that will enhance real-life learning experiences and community	Increase opportunities for students to participate in community service projects that will enhance real-life learning experiences and community
	Develop a summer CTE exploration program or boot camp for 9 th & 10 th graders	Develop a summer CTE exploration program or boot camp for 9 th & 10 th graders

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$13,000	Amount	\$13,000	Amount	\$13,000
Source	General Fund	Source	General Fund	Source	General Fund
Budget Reference	Fund 010	Budget Reference	Fund 010	Budget Reference	Fund 010

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 initial LCAP meeting was held on January 19th with the LCAP team and director of educational services. On January 23rd, SVCTE faculty and staff were invited to be a part of the LCAP team committee. The LCAP team was formed, 1 counselor, 1 curriculum specialist, 2 cabinet members, 1 manager and 1 school administrator. The team met and created a timeline with actions and outcome expectations on: February 8th, March 1st, and March 22nd. The LCAP stakeholder community meeting was held on May 15th and the Survey was administered on May 1 and closed on May 25th, 2018. The LCAP presentation was delivered at the Board meeting on June 13th, 2018.

IMPACT ON LCAP AND ANNUAL UPDATE

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

The multiple meetings impacted the LCAP by providing specific services and actions the team identified as needing to be implemented in order to improve student access and outcomes. The team's feedback was invaluable in outlining what SVCTE has accomplished, how it was accomplished and the funding needing to improve the services we provide for all students. The survey results also aided in developing the LCAP specifically in improving communication and engagement.

Goals, Actions, & Services

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 checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Schedule dedicated time (3 times/year) for curriculum development during monthly collaboration	Sustain curriculum professional development hours and collaboration	Sustain curriculum professional development hours and collaboration
Principal Collaborative PLC – building teacher leadership capacity; SIS trainers	Principal Collaborative PLC – building teacher leadership capacity	Principal Collaborative PLC – building teacher leadership capacity
Use Program Quality Assessment (PQA) to measure the fidelity of teachers' inclusion of CCSS Standards and NGSS in their CTE Model Curriculum.	Use Program Quality Assessment (PQA) to measure the fidelity of teachers' inclusion of CCSS Standards and NGSS in their CTE Model Curriculum.	Use Program Quality Assessment (PQA) to measure the fidelity of teachers' inclusion of CCSS Standards and NGSS in their CTE Model Curriculum.
Use the 11 Elements Course Review to determine the strengths, areas of improvement and action steps to provide a high quality course.	Use the 11 Elements Course Review to determine the strengths, areas of improvement and action steps to provide a high quality course.	Use the 11 Elements Course Review to determine the strengths, areas of improvement and action steps to provide a high quality course.

Determine facilities needing immediate repairs and service to improve the conditions of the classroom environment and prioritize and create an action plan to support new programs	Determine facilities needing immediate repairs and service to improve the conditions of the classroom environment and prioritize and create an action plan.	Determine facilities needing immediate repairs and service to improve the conditions of the classroom environment and prioritize and create an action plan.
Implement 1-2 dual enrollment course offerings	Increase number of dual enrollment course offerings by two.	Increase number of dual enrollment course offering by two.
Redesign the AM session to 2 hours; modify the curriculum to 340 hours	Gather and align some data used for CA College and Career Indicator (CCR) to local indicators of success	Gather and align some data used for CA College and Career Indicator (CCR) to local indicators of success
Provide PD to teachers that enables them to create cross curricular units with other CTE courses	Provide PD to teachers that enables them to create cross curricular units with other CTE courses	Provide PD to teachers that enables them to create cross curricular units with other CTE courses

2017-18		2018-19		2019-20	
Amount	\$190,880	Amount	\$142,279	Amount	\$142,279
Source	General and Building Funds	Source	General Funds	Source	General Funds
Budget Reference	010 & 210	Budget Reference	010	Budget Reference	010

PLANNED ACTIONS / SERVICES

Action **2**

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

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

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 type="checkbox"/> LEA-wide	<input checked="" type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools spans: _____	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Collect student data using Infinite Campus	Collect and disaggregate student data using SIS	Collect and disaggregate student data using SIS
Analyze student achievement data for mastery of course objectives, competencies and certificates.	Analyze student achievement data for mastery of course objectives, competencies and certificates.	Analyze student achievement data for mastery of course objectives, competencies and certificates.
Align certificates and competencies to the CTE state standards	Align certificates and competencies to the CTE state standards	Align certificates and competencies to the CTE state standards
Incorporate Work Based Learning experiences into CTE courses: provide PD for teachers in which a common set of standards for work based readiness are utilized for all teachers	Improve and increase Work Based Learning experiences into CTE courses: provide PD for teachers in which a common set of	Increase Work Based Learning experiences into CTE courses: provide PD for teachers in which a common set of standards for

	standards for work based readiness are utilized for all teachers	work based readiness are utilized for all teachers
Increase the number of students engaged in internships or other quality work based learning experiences in the summer / senior year jobs aligned with the pathway career theme	Increase the number of students engaged in internships or other quality work based learning experiences in the summer / senior year jobs aligned with the pathway career theme	Increase the number of students engaged in internships or other quality work based learning experiences in the summer / senior year jobs aligned with the pathway career theme

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$181,435	Amount	\$182,029	Amount	\$182,029
Source	General Funds	Source	General Funds	Source	General Funds
Budget Reference	010	Budget Reference	010	Budget Reference	010

PLANNED ACTIONS / SERVICES

Action **3**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Develop a communication strategy for parents, students and high schools using new SIS which will be measured by attendance, feedback and surveys	Improve communication to parents, students and JPA high schools which will be measured by attendance, feedback and surveys	Improve communication to parents, students and JPA high schools which will be measured by attendance, feedback and surveys
Schedule parent and community engagement meetings success will be measured by feedback and attendance from parents and community members using surveys	Schedule parent and community engagement meetings success will be measured by feedback and attendance from parents and community members using surveys	Schedule parent and community engagement meetings success will be measured by feedback and attendance from parents and community members using surveys
Invite parents to participate in Map Your Future Events workshops or presentations to engage parents on college and career	Invite parents to participate in Map Your Future Events workshops or presentations to engage parents on college and career	Invite parents to participate in Map Your Future Events workshops or presentations to engage parents on college and career
Implement parent outreach to learn about CTE and the options available to their student: showcase, information night, college and career presentations	Implement parent outreach to learn about CTE and the options available to their student: showcase, information night, college and career presentations	Implement parent outreach to learn about CTE and the options available to their student: showcase, information night, college and career presentations

Develop 1-2 opportunities for students to participate in community service projects that will enhance real-life learning experiences and community

Increase and improve opportunities for students to participate in community service projects that will enhance real-life learning experiences and community

Increase opportunities for students to participate in community service projects that will enhance real-life learning experiences and community

Develop a summer CTE exploration program or boot camp for 9th & 10th graders

Develop a summer CTE exploration program or boot camp for 9th & 10th graders

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$13,000	Amount	\$13,000	Amount	\$13,000
Source	General Funds	Source	General Funds	Source	General Funds
Budget Reference	010	Budget Reference	010	Budget Reference	010

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. 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?