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

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	Lemoore Middle College High School		
Contact Name and Title	Charles Gent Principal	Email and Phone	cgent@luhsd.k12.ca.us (559) 925-3552

2017-20 Plan Summary

THE STORY

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

Lemoore Middle College High School (LMCHS) operates as dependent, direct funded charter school authorized by the Lemoore Union High School District. LMCHS is a collaborative effort between the Lemoore Union High School District and West Hills College Lemoore. This college preparatory program is designed to provide challenging and meaningful learning experiences for students in a nontraditional high school setting on the West Hills College Lemoore campus. Students at LMCHS must complete a more rigorous course load and graduation requirement than other schools in the district and surrounding public high schools. Acceptance to the school is limited and operates on a lottery basis in accordance with state and federal charter school laws and regulations.

Students have the opportunity to not only earn a high school diploma that meets university entrance requirements (A-G), but they also take West Hills College courses within their regular school day and beyond. These West Hills College courses allow students to work toward their college goals while still in high school. As a charter school, students from Kings, Tulare, and Fresno Counties are able to attend without the need for interdistrict transfer or release from school of residence.

Demographically, LMCHS is similar to our district's comprehensive high school with a slightly higher population of white students and slightly fewer Hispanic students. However, at this time, the school does not have a significant number of English Learners and almost all are in process of reclassification or have been reclassified. Furthermore, the school currently does not house any foster youth. The school does have a significant number of pupils who meet the criteria for low income. With the school's demographic data fully taken into account, the goals set forth in this LCAP are designed to have impact and improve student achievement school wide and more specifically meet the needs of all students, with the aforementioned demographic subgroups receiving priority when appropriate.

LCAP HIGHLIGHTS

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

Classroom instruction continues to be the main focus to ensure college and career readiness. Advanced Placement (AP) testing and courses became an identified need in the 2016-2017 LCAP. Teachers have been attending the Advancement Via Individual Determination (AVID) Summer Institute on a yearly basis. New teachers are continuing to attend the Summer Institute and teachers continuing to receive training in their strand. There is an increase in this year's LCAP for the number of teachers attending Advanced Placement professional development in the summer due to the fact that these teachers have attended over five years of the AVID summer institute.

Positive Behavior Interventions and Supports (PBIS) will continue to be implemented. Tier I of PBIS was implemented during the 2016-2017 school year, and Tier II and Tier III will be implemented in each subsequent year. The school wide programs in Tier I have been evaluated and modified by recognizing Student of the Month based on PBIS criteria, and AVID will become a required class for all freshman beginning in the 2017-2018 school year.

Both male and female restroom facilities have received upgrades to the flooring and partitions. All fixtures were repaired, cleaned and / or replaced as needed during the current school year. Facilities will be evaluated to determine repairs and upgrades that may be needed in upcoming school years.

REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

GREATEST PROGRESS

Lemoore Middle College High School was recognized as a Gold Ribbon High School in May 2015, an award that lasts two cycles including the most recent cycle in the current school year. LMCHS was recognized for the middle college program which is a partnership with West Hills College Lemoore. Students are concurrently enrolled in high school and community college courses. The graduation rate at LMCHS in 2014-15 was 98.3%, and 93.5% of graduates meeting the A-G requirements for CSU/UC admissions. The graduating class of 2016 had 6 students that graduated from high school also earning their Associates Degree from West Hills College Lemoore. With the focus of the middle college program being to prepare the students, who traditionally score in the "middle", for postsecondary education, LMCHS is proud of the progress toward our goals. AVID has been an overall success in preparing students to be college and career ready.

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

LMCHS does not have any areas in the Red or Orange performance categories, or have not received "Not Met" or "Not Met for Two or More Years." The Suspension Rate is in the Green area, and was maintained for the current data. The rate is low 0.8% as well. With the implementation of Positive Behavior Interventions and Supports (PBIS), LMCHS is focusing on collecting data that could lead to interventions that may continue to reduce or maintain suspensions of students. The goal is to establish a system to support students that will need either Tier II or Tier III supports in PBIS, establish criteria to move students to each Tier and to collect data on the success of interventions with each student.

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

Current data shows that there are no Student Groups in either the Red or Orange areas. The goal of LMCHS is to continue to maintain and improve the academic performance and graduation rate for all students.

INCREASED OR IMPROVED SERVICES

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

LMCHS is continuing work on supports and interventions to reduce impediments to student success. The number of students that were placed on academic probation was reduced during the 2016-2017 school year, but four students also voluntarily left LMCHS at the semester. One of the main reasons for students voluntarily leaving was the rigorous demands of a college preparatory high school. Tier II of PBIS is designed to target 5-15% of the students that are struggling with academic, social and emotional needs. LMCHS staff members are currently in professional development to design a systemic program to address these needs of students throughout the school year, providing the opportunity for students to enter or exit Tier II as needed.

BUDGET SUMMARY

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

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	$2,675,056.00
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	$136,878.00

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

LMCHS does not have significant numbers in the target pupil groups, which is why the Actions/Services are targeting all students. The population of the school is capped at 240 students as per the Middle College Grant and Memorandum of Understanding with West Hills College Lemoore.

$134,341	Total Projected LCFF Revenues for LCAP Year

Annual Update   **LCAP Year Reviewed: 2016-17**

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

Goal 1	Provide excellent instruction, programs, and curriculum, which ensure college and career readiness.

State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED	**ACTUAL**
* AVID strategies implemented school-wide to provide inquiry strategies and tools for critical reading and writing strategies in support of the CCSS * Increase the number of students completing a-g courses, AP courses and college units through dual enrollment * Increasing college readiness, graduation rates and student performance on state assessments * Increase student access to AP courses and dual enrollment with Community College * Increase student performance on exams such as CAASPP, EAP, and CELDT that demonstrates college and career readiness	LMCHS is an AVID High Certified Site as evidenced by AVID criteria which includes the implementation of AVID instructional strategies. LMCHS is an AVID Certified Site as evidenced by AVID criteria which includes implementation of the AVID strategies. AVID Elective has between 18-20% of the student body enrolled in the elective. Students were issued an iPad to utilize the 1-to-1 program on site. Teachers have created their courses in both Edmodo and Google Classroom providing online communication, notes, information and assignments for all students to access inside and outside of the classroom. Students are able to access course information at any time and at any location. Apps such as Notability have been purchased for students to utilize during both LMCHS and WHCL courses. Students have completed various projects using iMovie, Prezi, or Keynote. eBooks have been purchased to use in the English / Language Arts classes. Parent University meetings are held on the 1st Tuesday of each month noted by parent sign in sheets.

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	ACTUAL
A. AVID strategies used to actively engage students in critical thinking, organization, prioritization, study skills, focused note taking, collaboration, and presentation skills to better attain mastery of CCSS and specifically engage the anchor standards within CCSS in all subject areas.	The AVID elective is provided for all 9th, 10th, 11th and 12th grade students. A certificated teacher is assigned to the elective classes.

Staff members demonstrate to other staff members how WICOR (writing, inquiry, collaboration, organization, reading) is used in their classrooms, and on specific assignments, which was learned by each staff member at their assigned summer workshop. |

Expenditures

BUDGETED	ESTIMATED ACTUAL
The AVID elective course is one period for each grade level, where students learn organizational and study skills, work on critical thinking and ask probing questions to participate in a rigorous classroom to demonstrate college is attainable. 1000-1999: Certificated Personnel Salaries Resource 0332 $27,770	Currently, 34 students are enrolled in the AVID elective program. Enrollment is approximately 15% of the school population. 1000-1999: Certificated Personnel Salaries Resource 0332 $28,191

Action 2

Actions/Services

PLANNED	ACTUAL
B. Staff development at AVID Institute for all core instructors, counselor, and administration	Staff members that will be attending the Summer Institute for AVID include 9 teachers, counselor and site principal.

Expenditures

BUDGETED	ESTIMATED ACTUAL
All core, most elective teachers, special education teacher, counselor and site administrator attend their assigned AVID summer workshop. 5000-5999: Services And Other Operating Expenditures Resource 0332 $15,395	Ninety percent of LMCHS teaching, counseling and administrative staff will have attended at least 1 Summer Institute, including teachers hired during the 2016-17 school year. 5000-5999: Services And Other Operating Expenditures Resource 0332 $15,395

Action 3

Actions/Services

PLANNED	ACTUAL
C. Maintain AVID elective with tutors to assist students to meet requirements of AVID program.	The AVID elective classes has 3 trained tutors to facilitate learning in study groups by subject that leads to increased student participation and success

Expenditures

BUDGETED	ESTIMATED ACTUAL

The AVID elective class will have three tutors to act as a resource and role model for AVID students, both academically and socially. 2000-2999: Classified Personnel Salaries Resource 0332 $ 9,498	Two tutors were hired and trained during the 2016-2017 school year, and one tutor remained from the previous school year, to assist AVID elective students. 2000-2999: Classified Personnel Salaries Resource 0332 $ 9,610

Action 4

Actions/Services

PLANNED	ACTUAL
D. Maintain AVID site certification	Site certification is awarded as evidenced by completion of AVID evaluation tool. LMCHS is recognized as a Highly Certified AVID Site.

Expenditures

BUDGETED	ESTIMATED ACTUAL
The AVID Certification Report and Self Study Continuum assist LMCHS in determining areas of strength and identify the next steps to be developed in the AVID program. 5000-5999: Services And Other Operating Expenditures Resource 0332 $4,250	The AVID Self Study was completed at the beginning and end of the school year. Specific metrics are to be met or determined which area is the greatest need in the upcoming school year. LMCHS has qualified as a Site of Distinction. 5000-5999: Services And Other Operating Expenditures Resource 0332 $ 4,250

Action 5

Actions/Services

PLANNED	ACTUAL
E. Provide AP test fees ($50 per test) to allow students to demonstrate college readiness	The Advanced Placement (AP) program is created at LMCHS to augment the course offerings for all students. Students are concurrently enrolled in the local community college but AP courses can assist students in course placement when pursuing post-secondary education.

Expenditures

BUDGETED	ESTIMATED ACTUAL
Advanced Placement courses are included in the master schedule increase the rigorous college courses offered to all students. 4000-4999: Books And Supplies Resource 0332 $10,000	The enrollment in AP course, the number of students taking the AP tests, and the pass rates of each test are used to monitor the AP program at LMCHS. 4000-4999: Books And Supplies Resource 0332 $ 1,950

Action 6

Actions/Services

PLANNED	ACTUAL
F. Staff and students trained in the use of both iPad and desktop applications and programs to utilize devices to enhance instruction and delivery of CCSS.	Staff is attending professional development in project-based learning and STEM education to increase teacher's abilities in critical thinking, and instructional methods to engage students.

Expenditures

BUDGETED	ESTIMATED ACTUAL
Professional development plans are developed to ensure that instructors are increasing their abilities in project-based learning, using technology, and 21st century instructional strategies. 5800: Professional/Consulting Services And Operating Expenditures Resource 0332 $20,000	STEM training was attended in October 2016 by 2 math and science teachers, and NGSS training will be attended in March 2017. Anytime Anywhere Learning has been working as a instructional coaching capacity to develop project-based learning that is implemented in the last three months of school. 5800: Professional/Consulting Services And Operating Expenditures Resource 0332 $21,775

Action **7**

	PLANNED	ACTUAL
Actions/Services	G.　　Provide students with 1-to-1 device loaded with applications, e-books and CCSS supplemental materials.	Teachers are moving their coursework and resources to online sources for students to access. Apps and ebooks are used to supplement the instruction in each course.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	iPads and cases are provided for each student to use in all LMCHS and West Hills College courses. Each device is loaded with apps and ebooks as determined by instructors at LMCHS 4000-4999: Books And Supplies Resource 0332 $12,895	Apps and ebooks were purchased throughout the school year for English Language Arts courses. Novels that are used as supplemental reading resources were purchased for use by each student. 4000-4999: Books And Supplies Resource 0332 $13,103

ANALYSIS

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

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

| Describe the overall implementation of the actions/services to achieve the articulated goal. | The AVID elective is provided for all 9th, 10th, 11th and 12th grade students. A certificated teacher is assigned to the elective classes.

Staff members demonstrate to other staff members how WICOR (writing, inquiry, collaboration, organization, reading) is used in their classrooms, and on specific assignments, which was learned by each staff member at their assigned summer workshop.

All core, most elective teachers, along with the special education teacher have attended their assigned AVID summer workshop.

The AVID elective is provided for all 9th, 10th, 11th and 12th grade students. Three tutors are currently available to the elective classes.

Site certification is awarded as evidenced by completion of AVID evaluation tool. LMCHS is recognized as a Site of Distinction by AVID.

Students that are enrolled in AP courses are encouraged to take the AP exams in May 2017. 95 students are currently enrolled in AP courses, or 40% of the students.

Increased rigor is focused on dual enrollment for all students at LMCHS, and West Hills enrollment is a primary focus of the Middle College grant. 95% of the students are enrolled in West Hills College courses.

Various apps, ebooks and online resources have been purchased and loaded on all devices, specifically novels for the English course's supplemental reading. Training has been provided by Apple Computer trainers, STEM, NGSSS and Anytime Anywhere Learning Foundation is coaching teachers on the implementation of project-based learning. |
|---|---|

iPads, Macbooks, appropriate cases with Bluetooth keyboards have been purchased and replacement devices purchased to incorporate 1-to-1 iPad program. Students will use the devices to develop 21st Century Leaning skills as demonstrated through assignments, note-taking and projects.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	LMCHS is recognized as a AVID Site of Distinction as evidenced by AVID criteria which includes implementation of the AVID strategies. AVID Elective has between 15-20% of the student body enrolled in the elective with a period provided for each grade level, with three tutors in each elective period. AP courses are offered for students in 10th through 12th grade, with 100 students enrolled in 5 AP courses. 21 students are scheduled to take the exam in May 2017. Students are encouraged to take the AP exam in May 2017 and $50 will be paid by LMCHS for each test. Students were issued an iPad to continue the 1-to-1 program on site, and new cases were purchased to provide protection and keyboards for all students. Teachers are being trained in project-based learning and implementation of STEM instruction to increase the amount of assignments that incorporate critical thinking. 11th grade students are creating a video summary of their year for their final project day assignment. English and U.S. History students are working on a cross-curricular project, and AP Environmental Science and AP Statistics students in 4th period are creating a cross-curricular project. These are pilot project-based learning assignments that will be rolled out more comprehensively throughout the upcoming school year. Teachers have created their courses in Google Classroom providing online communication, notes, information and assignments for all students to access inside and outside of the classroom. Students are able to access course information at any time and at any location. Apps such as Notability have been purchased for students to utilize during both LMCHS and WHCL courses. Novels were purchased for English courses for students to access the supplemental reading. Students have completed various projects using a variety of online resources. Parent University meetings are held on the 1st Tuesday of each month noted by parent sign in sheets.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Only minor adjustments have been made to the LCAP. Specific changes that included the increased need for professional development opportunities in STEM, and AP have been discussed during the current school year and modifications to the Professional Development plan made to meet these needs.

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

The actions and services provided for in the 2016-17 LCAP served the school well and aided in meeting the expected outcomes that were set forth in the plan. Feedback from all stakeholders has provided input in continuing to the current plan, and to further develop the demonstration of college and career readiness through performance of CAASPP, EAP, CELDT, Advanced Placement tests and Community College course grades for all students.

Annual Update   LCAP Year Reviewed: 2016-17

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

Goal 2	Provide a variety of supports and interventions to reduce impediments to student success.

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED

- Implementation of Positive Behavioral Interventions & Supports (PBIS) Program
- Improved school attendance rates
- Reduced Chronic Absenteeism rates
- Reduced dropout rates
- Increased graduation rates
- Reduction in suspension rates
- Reduction in expulsion rates
- Credit recovery opportunities through Edgenuity will be available to students

ACTUAL

Site PBIS Leadership team was developed and completed the initial roll out of Tier I. Input was gathered from stakeholders, and the Leadership team is continuing their training in Tier II elements.

Staff has provided input to leadership team on the development of initial implementation of PBIS. Friday staff meeting are scheduled to discuss, implement and refine the overall program (Tier I) throughout the 2016-17 school year.

Edgenuity was purchased on a three-year contract, so no cost is incurred for the current school year.

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	ACTUAL

Expenditures	A. Implement a Positive Behavioral Intervention & Supports (PBIS) Program in order to provide alternatives to suspension and expulsion. (Allocation provides for training and support contract with outside provider)	A site leadership team has been developed, which includes all representatives of all stakeholders. The leadership team has completed the initial training, completed a site evaluation, and the implementation of PBIS Tier I has been rolled out.
	BUDGETED PBIS training is a three-year program to develop specific elements of a tiered support program for all students. 5800: Professional/Consulting Services And Operating Expenditures Resource 0332 $25,000	ESTIMATED ACTUAL PBIS Tier I is the school wide program for all students. A more comprehensive discipline plan, student recognition program and training students in the core principles have been implemented. 5800: Professional/Consulting Services And Operating Expenditures Resource 0332 $ 883

Action **2**

Actions/Services	PLANNED B. Continue to provide Edgenuity courses for credit recovery	ACTUAL Edgenuity was purchased last year on a three-year contract, and no expenses reflected on this year's LCAP. Students had access to Edgenuity for credit recovery purposes.
Expenditures	BUDGETED Credit recovery courses are provided to all students that have failed a course at LMCHS, and need to complete the course for graduation. 4000-4999: Books And Supplies Resource 0332 $1,500	ESTIMATED ACTUAL A three-year contract was paid in previous school year, so no expense was incurred during the 2016-17 school year. 4000-4999: Books And Supplies Resource 0332 $ 399

ANALYSIS

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	The PBIS Site Leadership team has developed a successful Tier I program and implementation was seamless during the 2016-17 school year. Training is continuing throughout the current year to develop Tier II programs that target specific students that may need additional supports. The need for increased availability of a school psychologist and nurse were evident when collecting data from stakeholders. And these two positions have been utilized in the development of a comprehensive Tier II program for PBIS. Edgenuity used for credit recovery is a continuous program, and has been successful for students in earning the credits needed for graduation.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	PBIS has been successful during the 2016-17 school year. At the end of the Fall Semester, only 5 students were placed on Academic Probation, which is a reduction from the previous school year when 7 students were on probation. Graduation rates are Blue as indicated on the LCAP Dashboard, which is a result of the credit recovery program

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	The biggest difference in Goal 2 is the cost of Edgenuity. The three -year contract was paid but the expenses still remain in the budget to ensure monies are available in future years to sustain the successful credit recovery program. The current funding sources for the the district psychologist currently pay for his services to be available to LMCHS, which is a direct-funded, dependent charter school. The school psychologist and nurse's role will be expanding in the upcoming school years as new programs are developed, but the current needs were not significantly increased to warrant a change in the funding sources that were budgeted.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	The actions and services provided for in the 2016-17 LCAP served the school well and aided in meeting the expected outcomes that were set forth in the plan. The implementation of Tier I of PBIS during the current school year has been successful. Core principles have been implemented, and taught to all students, spefically 9th grade students to assist in understanding the culture at LMCHS. Edgenuity will remain on the budget although no expenses will be incurred during the upcoming school year, but the credit recovery program will be continued. Funding can be used in the initial implementation of PBIS since services are being increased to meet the current needs of a growing student body.

Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 3	Provide a safe and welcoming school climate for all students and their parents to ensure that all students have optimal conditions for learning

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED	**ACTUAL**
• Improvement to interior and exterior surfaces as determined by the FIT.	HQ teachers employed Facility Inspection Tool (FIT) Student access to board approved/standards aligned instructional materials

ACTIONS / SERVICES

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

Action 1

	PLANNED	**ACTUAL**
Actions/Services	A.　Repair/replace interior and exterior surfaces as determined by state and district Facility Inspection Tool	The Facilities Inspection Tool noted specific areas that were not evaluated as good, specifically in the boys and girls restrooms. Repairs were made to the fixtures, stall dividers and the flooring to improve the overall functionality of the restrooms. The increased rainfall during the 2016-17 school year has also shown leaks that had to be repaired.
Expenditures	**BUDGETED**	**ESTIMATED ACTUAL**

Repairs are made to facilities and classrooms as noted on the FIT report generated for the school. 5000-5999: Services And Other Operating Expenditures Resource 0332 $7,500	Repairs were made the boys and girls restroom facilities. Also repairs have been made to the roofs to repair leaks. 5000-5999: Services And Other Operating Expenditures Resource 0332 $10,497

ANALYSIS

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	The restrooms for students and staff are open to public use due to the location on the WHCL campus. These facilities scored low on the FIT and had to be repaired. The need to complete major repairs to the restroom are evident for health and safety needs. Increased rainfall led to several leaks in various classrooms and offices that had to be repaired.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Repairs have been made to areas on campus noted throughout Facilities Inspection Tool and needs that became evident when beginning the repairs. The repairs have been completed and the health and safety concerns have been eliminated.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	The budgeted amount was estimated too low for the amount of the repairs that were needed. Leaks in fixtures in the restrooms, along with the repairs needed for roofing significantly increased the amount needed to sufficiently complete the repairs.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	The actions and services provided for in the 2016-17 LCAP served the school well and aided in meeting the expected outcomes that were set forth in the plan. Restroom repairs have improved the functionality of the restroom and removed any health or safety concerns.

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?

Parents and Community
- Parent Survey
- Panther University Parent Meetings (including WASC)
- Charter Council Meetings
- WASC Parent Meetings
- Board Reports
- Website LCAP Summary

Students
- California Healthy Kids Survey
- Student Survey
- WASC Student Leadership Meetings
- LMCHS Leadership Class

Teachers, Admin and Staff
- Staff Collaboration Meetings
- WASC Focus Group Meetings
- Lemoore Federation of Classified Employees
- Lemoore Federation of Teachers
- California Healthy Kids Survey (Teachers Only)
- Staff Survey
- Website LCAP Commentary

Parents and Community
- Parent Survey
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- California Healthy Kids Survey (Teachers Only)
- Staff Survey
- Website LCAP Commentary

IMPACT ON LCAP AND ANNUAL UPDATE

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

- Continued support for students that are struggling by providing support classes and tutoring
- Continue to develop opportunities for dual enrollment at West Hills Community College
- Continued focus on College and Career Readiness, and will now provide $50 per test for AP student test fees
- Need to focus on school climate and social emotional issues for our students, and implementation of Positive Behavior Interventions & Supports (PBIS)

- Need for focus on College and Career Readiness through the dual enrollment opportunities with West Hills Community College
- Need to focus on school climate and social emotional issues for our students, and implementation of Positive Behavior Interventions & Supports (PBIS)

- Opportunities for professional development
- Need to improve school facilities

- Need to continue focus on providing academic support for struggling students
- Continued focus on College and Career Readiness, and will now provide $50 per test for AP student test fees
- Need to focus on school climate and social emotional issues for our students, and implementation of Positive Behavior Interventions & Supports (PBIS)

Opportunities for parent and community involvement in the Annual Update process resulted in data and input which showed a continued need for growth in most of the goals and actions identified in the 16-17 LCAP.

Although the data and input demonstrated that most actions were completed as planned, the need to continue and expand the actions was made clear. The implementation of PBIS is important to the overall success of the site, in providing social, emotional and academic support to all students. Parent input at Panther U. monthly meetings revealed the desire for more activities and elective options for students.

Student meetings and survey data review also resulted in a clear continued need to focus on developing the college-going culture at the site, meeting the social and emotional needs of students and in improving campus facilities. The Student Leadership group emphasized the concurrent enrollment element, while assisting with the cost of AP testing to substitute for community college courses, and continued growth of student activities through leadership class and student clubs. Students also provided input on improving campus facilities, and the need for support for students who need academic and/or emotional support.

Staff, administration, Charter Council, and Board involvement in the Annual Update process also resulted in data and input which showed a continued need for growth in most of the goals and actions identified in the 16-17 LCAP with an added emphasis on instructional technology, implementing PBIS tier 1 with support from district psychologist, increasing focus on college and career readiness through community college and AP courses, and to improve facilities and appearance of LMCHS campus.

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	Provide excellent instruction, programs, and curriculum, which ensure college and career readiness.

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

Identified Need	Need to fully implement Common Core State Standards including the use of technology to improve student achievement. Need to provide professional development opportunities for both new and veteran teachers to ensure student success. Need to maintain and expand opportunities in College and Career Readiness. Metric Priority 2 • Site Professional Development Plans • Development of Technology Plan, which contains both hardware/software and professional development • Documentation of professional development (AVID, AP, and STEM) Priority 4 • Measure progress by State assessment data: EAP pass rates, CAASPP (ELA & Math), CELDT scores, Reclassification rates • API • A-G Completion Rates • AP Test pass rates Priority 7 • School Master Schedules • AP Enrollment Priority 8 • Benchmark Exams (Core subject areas) • CHK Survey

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
* Student performance indicators on CA Accountability Model & School Dashboard * Professional development attendance * Student enrollment numbers in AVID elective * Student enrollment in AP and West Hills College courses * AVID site audit process and data * Minutes from staff meetings & professional development	EAP results: ELA = 42% conditionally ready & 28% college ready; Math = 36% conditionally ready & 10% college ready CAASPP English: 70% at level 3 or higher CAASPP Mathematics: 46% at level 3 or higher CELDT scores: 9 students assessed, 11% advanced, 56% early advanced, and 33% intermdiate CELDT reclassification 2015-16: 0 Graduation 2015-16: 65 graduates A-G completion rate: 95.4% AP test pass rates: 5 students passed out of 16 exams taken - 31.3% AP enrollment 2015-16: 131 students in 5 AP courses	• AVID strategies implemented school-wide to provide inquiry strategies and tools for critical reading and writing strategies in support of the CCSS • Increase the number of students completing a-g courses, AP courses and college units through dual enrollment • Increasing college readiness, graduation rates and student performance on state assessments • Increase student access to AP courses and dual enrollment with Community College * Increase student performance on exams such as CAASPP, EAP, and CELDT that demonstrates college and career readiness	• AVID strategies implemented school-wide to provide inquiry strategies and tools for critical reading and writing strategies in support of the CCSS • Increase the number of students completing a-g courses, AP courses and college units through dual enrollment • Increasing college readiness, graduation rates and student performance on state assessments • Increase student access to AP courses and dual enrollment with Community College * Increase student performance on exams such as CAASPP, EAP, and CELDT that demonstrates college and career readiness	• AVID strategies implemented school-wide to provide inquiry strategies and tools for critical reading and writing strategies in support of the CCSS • Increase the number of students completing a-g courses, AP courses and college units through dual enrollment • Increasing college readiness, graduation rates and student performance on state assessments • Increase student access to AP courses and dual enrollment with Community College * Increase student performance on exams such as CAASPP, EAP, and CELDT that demonstrates college and career readiness

PLANNED ACTIONS / SERVICES

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

Action   **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:				
Students to be Served	☒ All	☐ Students with Disabilities	☐	

Location(s)	☒ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

OR

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

Students to be Served	☐ English Learners	☐ Foster Youth	☐ Low Income

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

Location(s)	☒ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
A.　　　AVID strategies used to actively engage students in critical thinking, organization, prioritization, study skills, focused note taking, collaboration, and presentation skills to better attain mastery of CCSS and specifically engage the anchor standards within CCSS in all subject areas.	A. AVID strategies used to actively engage students in critical thinking, organization, prioritization, study skills, focused note taking, collaboration, and presentation skills to better attain mastery of CCSS and specifically engage the anchor standards within CCSS in all subject areas.	A. AVID strategies used to actively engage students in critical thinking, organization, prioritization, study skills, focused note taking, collaboration, and presentation skills to better attain mastery of CCSS and specifically engage the anchor standards within CCSS in all subject areas.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$29,436	Amount	$30,231	Amount	$31,059
Source	Resource 0332	Source	Resource 0332	Source	Resource 0332
Budget Reference	1000-1999: Certificated Personnel Salaries AVID elective teacher salary and benefits	Budget Reference	1000-1999: Certificated Personnel Salaries AVID elective teacher salary and benefits	Budget Reference	1000-1999: Certificated Personnel Salaries AVID elective teacher salary and benefits
Amount	$15,395	Amount	$15,395	Amount	$15,395
Source	Resource 0332	Source	Resource 0332	Source	Resource 0332
Budget Reference	5000-5999: Services And Other Operating Expenditures	Budget Reference	5000-5999: Services And Other Operating Expenditures	Budget Reference	5000-5999: Services And Other Operating Expenditures

Staff development at AVID Institute for all core instructors, counselor, and administration.	Staff development at AVID Institute for all core instructors, counselor, and administration.	Staff development at AVID Institute for all core instructors, counselor, and administration.
Amount	$12,576	**Amount** $12,827	**Amount** $13,084
Source	Resource 0332	**Source** Resource 0332	**Source** Resource 0332
Budget Reference	2000-2999: Classified Personnel Salaries Maintain AVID elective with tutors to assist students to meet requirements of AVID program.	**Budget Reference** 2000-2999: Classified Personnel Salaries Maintain AVID elective with tutors to assist students to meet requirements of AVID program.	**Budget Reference** 2000-2999: Classified Personnel Salaries Maintain AVID elective with tutors to assist students to meet requirements of AVID program.
Amount	$4,250	**Amount** $4,250	**Amount** $4,250
Source	Resource 0332	**Source** Resource 0332	**Source** Resource 0332
Budget Reference	5000-5999: Services And Other Operating Expenditures Maintain AVID site certification	**Budget Reference** 5000-5999: Services And Other Operating Expenditures Maintain AVID site certification	**Budget Reference** 5000-5999: Services And Other Operating Expenditures Maintain AVID site certification

Action 2

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

Students to be Served ☒ All ☐ Students with Disabilities ☐

Location(s) ☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served ☐ English Learners ☐ Foster Youth ☐ Low Income

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

Location(s) ☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
B. Offer rigorous, college-level course to all students in a variety of subjects through both dual enrollment and advanced placement course to prepare students for college and careers.	B. Offer rigorous, college-level course to all students in a variety of subjects through both dual enrollment and advanced placement course to prepare students for college and careers.	B. Offer rigorous, college-level course to all students in a variety of subjects through both dual enrollment and advanced placement course to prepare students for college and careers.

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$ 3,000	Amount	$ 3,000	Amount	$ 3,000
Source	Resource 0332	Source	Resource 0332	Source	Resource 0332
Budget Reference	4000-4999: Books And Supplies Provide AP test fees ($50 per test) to allow students to demonstrate college readiness	Budget Reference	4000-4999: Books And Supplies Provide AP test fees ($50 per test) to allow students to demonstrate college readiness	Budget Reference	4000-4999: Books And Supplies Provide AP test fees ($50 per test) to allow students to demonstrate college readiness
Amount	$5,000	Amount	$5,000	Amount	$5,000
Source	Resource 0332	Source	Resource 0332	Source	Resource 0332
Budget Reference	5000-5999: Services And Other Operating Expenditures Staff development at AP Summer Institutes for Advanced Placement course instructors.	Budget Reference	5000-5999: Services And Other Operating Expenditures Staff development at AP Summer Institutes for Advanced Placement course instructors.	Budget Reference	5000-5999: Services And Other Operating Expenditures Staff development at AP Summer Institutes for Advanced Placement course instructors.

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   ☐
Location(s)   ☒ All Schools   ☐ Specific Schools: ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served   ☐ English Learners   ☐ Foster Youth   ☐ Low Income

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

Location(s) | ☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
C. Provide staff and students with a 1-to-1 device and training that can be used to enhance instruction and delivery of CCSS and provide access to 21st Century Learning.	C. Provide staff and students with a 1-to-1 device and training that can be used to enhance instruction and delivery of CCSS and provide access to 21st Century Learning.	C. Provide staff and students with a 1-to-1 device and training that can be used to enhance instruction and delivery of CCSS and provide access to 21st Century Learning.

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$10,000	Amount	$10,000	Amount	$10,000
Source	Resource 0332	Source	Resource 0332	Source	Resource 0332
Budget Reference	4000-4999: Books And Supplies Provide students with 1-to-1 device loaded with applications, e-books and CCSS supplemental materials	Budget Reference	4000-4999: Books And Supplies Provide students with 1-to-1 device loaded with applications, e-books and CCSS supplemental materials	Budget Reference	4000-4999: Books And Supplies Provide students with 1-to-1 device loaded with applications, e-books and CCSS supplemental materials
Amount	$17,500	Amount	$17,500	Amount	$17,500
Source	Resource 0332	Source	Resource 0332	Source	Resource 0332
Budget Reference	5000-5999: Services And Other Operating Expenditures Staff and students trained in the use of both hardware, software and applications to enhance learning CCSS.	Budget Reference	5000-5999: Services And Other Operating Expenditures Staff and students trained in the use of both hardware, software and applications to enhance learning of CCSS.	Budget Reference	5000-5999: Services And Other Operating Expenditures Staff and students trained in the use of both hardware, software and applications to enhance learning of CCSS.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

☐ New	☒ Modified	☐ Unchanged

Goal 2

Provide a variety of supports and interventions to reduce impediments to student success.

State and/or Local Priorities Addressed by this goal:

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

Identified Need

Need to support the social/emotional needs of all students.
Need to develop and implement a system of interventions and supports to increase student performance data.
Need to provide opportunities for credit and attendance recovery.

Metric
Priority 3
- Charter Council and Parent Meeting Agendas and Notes
- Parent Survey

Priority 5
- School Attendance Rates
- Chronic Absenteeism Rates
- Dropout Rates
- Graduation Rates

Priority 6
- Pupil Suspension Rates
- Pupil Expulsion Rates
- PBIS Training Records

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20

* Suspension, attendance and graduation data from CA Accountability Model & School Dashboard *Professional development attendance by teachers, coaches, psychologist, administration and counselor	Attendance Rate 2015-16: 96.4% Chronic Absenteeism Rate 2015-16: 0.8% Dropout Rate 2015-16: 3.0% Graduation Rate 2015-16: 97.0% Pupil Suspension Rate 2015-16: 0.2% Pupil Expulsion Rates 2015-16: 0%	• Implementation of Positive Behavioral Interventions & Supports (PBIS) Program • Improved school attendance rates • Reduced Chronic Absenteeism rates • Reduced dropout rates • Increased graduation rates • Reduction in suspension rates • Reduction in expulsion rates • Credit recovery opportunities through Edgenuity will be available to students	• Implementation of Positive Behavioral Interventions & Supports (PBIS) Program • Improved school attendance rates • Reduced Chronic Absenteeism rates • Reduced dropout rates • Increased graduation rates • Reduction in suspension rates • Reduction in expulsion rates • Credit recovery opportunities through Edgenuity will be available to students	• Implementation of Positive Behavioral Interventions & Supports (PBIS) Program • Improved school attendance rates • Reduced Chronic Absenteeism rates • Reduced dropout rates • Increased graduation rates • Reduction in suspension rates • Reduction in expulsion rates • Credit recovery opportunities through Edgenuity will be available to students

PLANNED ACTIONS / SERVICES

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

Action 1

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

Students to be Served	☒ All	☐ Students with Disabilities	☐

Location(s)	☒ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

OR

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

Students to be Served	☐ English Learners	☐ Foster Youth	☐ Low Income

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

Location(s)	☒ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
A.　　Implement a Positive Behavioral Intervention & Supports Program in order to provide alternatives to suspension and expulsion. (Allocation provides for training and support contract with outside provider)	A. Implement a Positive Behavioral Intervention & Supports Program in order to provide alternatives to suspension and expulsion. (Allocation provides for training and support contract with outside provider)	A. Implement a Positive Behavioral Intervention & Supports Program in order to provide alternatives to suspension and expulsion. (Allocation provides for training and support contract with outside provider)

BUDGETED EXPENDITURES

	2017-18		**2018-19**		**2019-20**
Amount	$23,428	Amount	$23,969	Amount	$24,529
Source	Resource 0332	Source	Resource 0332	Source	Resource 0332
Budget Reference	1000-1999: Certificated Personnel Salaries Provide school psychologist services to students that need interventions on social and emotional areas.	Budget Reference	1000-1999: Certificated Personnel Salaries Provide school psychologist services to students that need interventions on social and emotional areas.	Budget Reference	1000-1999: Certificated Personnel Salaries Provide school psychologist services to students that need interventions on social and emotional areas.
Amount	$ 6,293	Amount	$ 6,501	Amount	$ 6,719
Source	Resource 0332	Source	Resource 0332	Source	Resource 0332
Budget Reference	2000-2999: Classified Personnel Salaries Provide nurse and health services to students at LMCHS.	Budget Reference	2000-2999: Classified Personnel Salaries Provide nurse and health services to students at LMCHS.	Budget Reference	2000-2999: Classified Personnel Salaries Provide nurse and health services to students at LMCHS.
Amount	$5,000	Amount	$5,000	Amount	$5,000
Source	Resource 0332	Source	Resource 0332	Source	Resource 0332
Budget Reference	5000-5999: Services And Other Operating Expenditures Provide professional development and training for staff members in the implementation of PBIS.	Budget Reference	5000-5999: Services And Other Operating Expenditures Provide professional development and training for staff members in the implementation of PBIS.	Budget Reference	5000-5999: Services And Other Operating Expenditures Provide professional development and training for staff members in the implementation of PBIS.

Action　**2**

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

Students to be Served	☒ All	☐ Students with Disabilities	☐

Location(s)	☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
B. Continue to provide Edgenuity courses for credit recovery	B. Continue to provide Edgenuity courses for credit recovery	B. Continue to provide Edgenuity courses for credit recovery

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$1,500	Amount	$1,500	Amount	$1,500
Source	Resource 0332	Source	Resource 0332	Source	Resource 0332
Budget Reference	5000-5999: Services And Other Operating Expenditures Online courses through Edgenuity will be provided credit recovery program.	Budget Reference	5000-5999: Services And Other Operating Expenditures Online courses through Edgenuity will be provided credit recovery program.	Budget Reference	5000-5999: Services And Other Operating Expenditures Online courses through Edgenuity will be provided credit recovery program.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

☐ New	☐ Modified	☒ Unchanged

Goal 3	Provide a safe and welcoming school climate for all students and their parents to ensure that all students have optimal conditions for learning

State and/or Local Priorities Addressed by this goal:

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

Identified Need

Need to improve campus facilities and have them in good repair.

Metric
Priority 1
- HQ teachers employed
- Facility Inspection Tool (FIT)
- Student access to board approved/standards aligned instructional materials

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
* Facility Inspection Tool data * School staffing report	HQ teachers employed 2015-16: 100% of 17 certificated staff members Student access to instructional materials: 100%	• Improvement to interior and exterior surfaces as determined by the FIT.	• Improvement to interior and exterior surfaces as determined by the FIT.	• Improvement to interior and exterior surfaces as determined by the FIT.

PLANNED ACTIONS / SERVICES

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

Action   1

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

Students to be Served	☒ All	☐ Students with Disabilities	☐

Location(s)	☒ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

OR

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

Students to be Served	☐ English Learners	☐ Foster Youth	☐ Low Income

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

Location(s)	☒ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☐ Unchanged
A. Continue to repair/replace interior and exterior surfaces as determined by state and district Facility Inspection Tool	A. Continue to repair/replace interior and exterior surfaces as determined by state and district Facility Inspection Tool	A. Continue to repair/replace interior and exterior surfaces as determined by state and district Facility Inspection Tool

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$ 3,500	Amount	$ 3,500	Amount	$ 3,500
Source	Resource 0332	Source	Resource 0332	Source	Resource 0332
Budget Reference	5000-5999: Services And Other Operating Expenditures Repairs to classrooms and campus as needed.	Budget Reference	5000-5999: Services And Other Operating Expenditures Repairs to classrooms and campus as needed.	Budget Reference	5000-5999: Services And Other Operating Expenditures Repairs to classrooms and campus as needed.

Demonstration of Increased or Improved Services for Unduplicated Pupils

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

Estimated Supplemental and Concentration Grant Funds: | $103,852 | Percentage to Increase or Improve Services: | 5.22%

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

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

Lemoore Middle College High School (LMCHS) is not receiving concentration funds for the 2016-17 school year and is not anticipating receiving them during the terms of this plan. LMCHS is a collaborative effort between Lemoore Union High School District and West Hills College Lemoore (WHCL). The program is designed to provide challenging and meaningful learning experiences for students in a nontraditional high school setting on the West Hills College, Lemoore campus. The current free and reduced lunch rate at LMCHS is 24%. School-wide use of the supplemental funds at LMCHS is the most practical in order to meet the needs of all students, including the identified subgroups and to meet all priority areas. Continued input from our community, staff, parents, students and unions regarding the district's subgroups will continue to identify the needs for our low income, foster youth and English learner pupils. Funding will be provided to:

1) Increase the use of technology for all students to 21st Century Skills needed to be College and Career ready. Research on instructional technology such as that of Sue Beers has been part of the building block for our approach to teaching 21st Century Skills. "To teach 21st century skills is to teach students a process of thinking about what they are learning. The goal is for students to think independently about content and seek answers to their own questions." This quote, directly from Beers' book, illustrates our approach to using instructional technology within the common core.

2) Provide professional development: LMCHS uses the AVID Model to approach CCSS and college and career readiness.   AVID's mission statement addresses goals that are well-aligned with the Common Core State Standards (CCSS). Both AVID and the CCSS address rigor in the classroom. AVID's focus on Writing, Inquiry, Collaboration, Organization, and Reading (WICOR) helps students refine their reading, writing, speaking and listening, and language skills across the curriculum while at the same time challenging students as they move from one grade level to the next—as do the Common Core Standards.

The word "curriculum" in the AVID world refers to the many texts or manuals written to provide effective strategies and present equally valuable lessons that help students as they navigate their way through reading, writing, speaking, and critical thinking activities across the content areas. The Common Core Standards clearly delineate all that students must be able to achieve, and the
AVID curriculum materials provide the support necessary to bring student achievement to fruition.

The instruction that AVID teachers provide for their students is inquiry-based, focusing on refining higher-level thinking skills, thus empowering students with the ability to recognize that the process to enlightenment is as important as the knowledge itself. The AVID system has always been inquiry-based, and it supports the tenets that are woven throughout the Common
Core Standards; AVID strives to get students to think critically as they solve problems and rise to educational challenges, and the Common Core Standards help educators recognize which goals and achievements students should master.

The Common Core Standards map out a "common" set of educational goals and objectives for all students across the nation, just as the AVID system is consistent across the nation. Since

AVID does align with what the Common Core Standards put forth and is uniformly implemented in all AVID schools, it is quite apparent that AVID support is effective, reliable, and universal across all content areas and across all grade levels, K–12. The Common Core Standards lay down a path for students to follow; AVID supports students as they follow that path to educational success.

The AVID strategies and materials are meant to help students master one step in the educational process before moving on to the next. Students in AVID Elective classes readily recognize rigorous assignments, and through careful leadership and guidance provided by their teachers and tutors, AVID students prepare themselves for the educational challenges they face as they proceed from one class to the next and from one year to the next. The Common Core State Standards reflect the path that AVID students and educators have been following for more than three decades, a path that spirals upward, establishing a solid foundation of literacy skills in one grade before ratcheting up the rigor in the next.

3) Implement PBIS: Based on our research, when schools traditionally pursue climate, character and cultural changes, they broadcast messages throughout the student body. The problem with this strategy is that it is contrary to how humans socialize. History is not made by the masses, but by those who influence the masses… leaders. PBIS seeks to improve the interactions with students to make them more personal. The result is improved social-emotional maturity among the natural influencers, resulting in positive behavioral intervention and support by peers, not just adults. PBIS creates natural allies for teachers and staff who spend less time policing disrupters by creating more harmonious classrooms. Traditional reactive management fails to leverage the powerful potential in schools which are student leaders.

4) Improve the existing facilities.

Funds may be revised based on adoption of annual State Budgets.

The percentage by which services for unduplicated students must be increased or improved as compared to the services provided to all students in the LCAP for 2016-17 is 5.22 %. School-wide use of the supplemental funds will be used to meet the needs of all students, including identified subgroups.

Revised 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. For school districts and county offices of education, the LCAP is a three-year plan which is reviewed and updated in the second and third years of the plan. 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 Education Code. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

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

Instructions: Linked Table of Contents

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

Plan Summary

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

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

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

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

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

Budget Summary

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

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

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

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for

the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

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

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

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

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

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

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Education Code 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. Education Code requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, Education Code 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 *Education Code* 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 5 *CCR* 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* 15496(a)(7).

Consistent with the requirements of 5 *CCR* 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 for English Language Arts
        b. Mathematics – Common Core State Standards for Mathematics
        c. English Language Development
        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 UC or 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 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 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 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 *Education Code* 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 *California Code of Regulations*, title 5, 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 *Education Code* 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 *Education Code* 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 *Education Code* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *Education Code* Section 42238.01?
6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* 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 *Education Code* sections 42238.01 and bgroups as defined in 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 *Education Code* Section 52052?

11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *Education Code* 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?

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	133,808.00	106,053.00	136,878.00	138,673.00	140,536.00	416,087.00
Resource 0332	133,808.00	106,053.00	136,878.00	138,673.00	140,536.00	416,087.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type						
Object Type	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	133,808.00	106,053.00	136,878.00	138,673.00	140,536.00	416,087.00
1000-1999: Certificated Personnel Salaries	27,770.00	28,191.00	52,864.00	54,200.00	55,588.00	162,652.00
2000-2999: Classified Personnel Salaries	9,498.00	9,610.00	18,869.00	19,328.00	19,803.00	58,000.00
4000-4999: Books And Supplies	24,395.00	15,452.00	13,000.00	13,000.00	13,000.00	39,000.00
5000-5999: Services And Other Operating Expenditures	27,145.00	30,142.00	52,145.00	52,145.00	52,145.00	156,435.00
5800: Professional/Consulting Services And Operating Expenditures	45,000.00	22,658.00	0.00	0.00	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source							
Object Type	**Funding Source**	**2016-17 Annual Update Budgeted**	**2016-17 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
All Expenditure Types	All Funding Sources	133,808.00	106,053.00	136,878.00	138,673.00	140,536.00	416,087.00
1000-1999: Certificated Personnel Salaries	Resource 0332	27,770.00	28,191.00	52,864.00	54,200.00	55,588.00	162,652.00
2000-2999: Classified Personnel Salaries	Resource 0332	9,498.00	9,610.00	18,869.00	19,328.00	19,803.00	58,000.00
4000-4999: Books And Supplies	Resource 0332	24,395.00	15,452.00	13,000.00	13,000.00	13,000.00	39,000.00
5000-5999: Services And Other Operating Expenditures	Resource 0332	27,145.00	30,142.00	52,145.00	52,145.00	52,145.00	156,435.00
5800: Professional/Consulting Services And Operating Expenditures	Resource 0332	45,000.00	22,658.00	0.00	0.00	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal				
Goal	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	97,157.00	98,203.00	99,288.00	294,648.00
Goal 2	36,221.00	36,970.00	37,748.00	110,939.00
Goal 3	3,500.00	3,500.00	3,500.00	10,500.00

* Totals based on expenditure amounts in goal and annual update sections.