§ 15497.5. Local Control and Accountability Plan and Annual Update Template.

Introduction:

LEA: <u>Lemoore Middle College High School</u>　　　　　　Contact: **<u>Charles Gent, Principal,</u> <u>cgent@luhsd.k12.ca.us</u>, <u>(559) 925-3552</u>**

LCAP Year: <u>2016-2017</u>

Introduction:

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 those we do have 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.

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

*Approved: June 9, 2016

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) 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 provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable 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.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

*Approved: June 9, 2016

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)

Implementation of State Standards: implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)

Course access: pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)

Expelled pupils (for county offices of education only): coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)

Foster youth (for county offices of education only): coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)

B. Pupil Outcomes:

Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

Parental involvement: efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

*Approved: June 9, 2016

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:
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, and 47606.5, 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?

Approved: June 9, 2016

Involvement Process	Impact on LCAP
Parents and Community • Parent Survey • Panther University Parent Meetings • Charter Council Meetings • WASC Parent Meetings • Board Reports • Website LCAP Summary	• 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)
Students • California Healthy Kids Survey • Student Survey • WASC Student Leadership Meetings • LMCHS Leadership Class	• 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)
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	• 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)
Annual Update:	**Annual Update:**

Approved: June 9, 2016

Parents and Community • Parent Survey • Panther University Parent Meetings • Charter Council Meetings • WASC Parent Meetings • Board Reports • Website LCAP Summary	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.
Students • California Healthy Kids Survey • Student Survey • WASC Student Leadership Meetings • LMCHS Leadership Class	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.
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	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.

*Approved: June 9, 2016

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil 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 the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

> When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

Approved: June 9, 2016

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 defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate "all" for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

> The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Actions/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to "ALL."

> For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

Approved: June 9, 2016

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.

Guiding Questions:
1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
4) What are the LEA's goal(s) to address any locally-identified priorities?
5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite 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 subgroups 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 schoolsites?
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 schoolsites, 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?

Approved: June 9, 2016

GOAL:	1. Provide excellent instruction, programs, and curriculum, which ensure college and career readiness.	Related State and/or Local Priorities: 1__ 2_X_ 3__ 4_X_ 5__ 6__ 7_X_ 8_X_ COE only: 9__ 10__ Local : Specify _____

Identified Need :	Need to fully implement Common Core State Standards including the use of technology to improve student achievement.	**Metric**	**Priority 2** • Site Professional Development Plans • Development of Technology Plan, which contains both hardware/software and professional development • Documentation of AVID training
	Need to provide professional development opportunities for both new and veteran teachers to ensure student success.		**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 • Participation in CTE - Number of CTE courses available
	Need to maintain and expand opportunities in College and Career Readiness.		**Priority 7** • School Master Schedules • AP Enrollment **Priority 8** • Benchmark Exams (Core subject areas) • CHK Survey

Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	Hispanic, White, English Learners, Low Income, Foster Youth

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	• 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

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

Approved: June 9, 2016

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.	School-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Resource 0332 $27,770
B. Staff development at AVID Institute for all core instructors, counselor, and administration.	School-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Resource 0332 $15,395
C. Maintain AVID elective with tutors to assist students to meet requirements of AVID program.	School-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Resource 0332 $ 9,498
D. Maintain AVID site certification	School-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Resource 0332 $4,250
E. Provide AP test fees ($50 per test) to allow students to demonstrate college readiness	School-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Resource 0332 $10,000
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.	School-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Resource 0332 $20,000
G. Provide students with 1-to-1 device loaded with	School-wide	_X_ALL	Resource 0332

Approved: June 9, 2016

| applications, e-books and CCSS supplemental materials. | | OR:
__Low Income pupils __English Learners
__Foster Youth __Redesignated fluent English proficient
__Other Subgroups:(Specify)_____ | $12,895 |

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	• 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

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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.	School-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Resource 0332 $28,603
B. Staff development at AVID Institute for all core instructors, counselor, and administration.	School-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Resource 0332 $15,856
C. Maintain AVID elective with tutors to assist students to meet requirements of AVID program.	School-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Resource 0332 $13,206
D. Maintain AVID site certification	School-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Resource 0332 $4,500

Approved: June 9, 2016

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
E. Provide AP test fees ($50 per test) to allow students to demonstrate college readiness	School-wide	__X__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Resource 0332 $11,000
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.	School-wide	__X__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Resource 0332 $20,600
G. Provide students with 1-to-1 device loaded with applications, e-books and CCSS supplemental materials.	School-wide	__X__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Resource 0332 $13,282

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	• 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

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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.	School-wide	__X__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	Resource 0332 $29,451
B. Staff development at AVID Institute for all core instructors, counselor, and administration.	School-wide	__X__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient	Resource 0332 $16,332

Approved: June 9, 2016

		__Other Subgroups: (Specify)_____	
C. Maintain AVID elective with tutors to assist students to meet requirements of AVID program.	School-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Resource 0332 $13,602
D. Maintain AVID site certification	School-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Resource 0332 $4,750
E. Provide AP test fees ($50 per test) to allow students to demonstrate college readiness	School-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Resource 0332 $12,000
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.	School-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Resource 0332 $14,218
G. Provide students with 1-to-1 device loaded with applications, e-books and CCSS supplemental materials.	School-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	Resource 0332 $20,281

Approved: June 9, 2016

GOAL:	2. Provide a variety of supports and interventions to reduce impediments to student success.	Related State and/or Local Priorities: 1__ 2__ 3_X_ 4__ 5_X_ 6_X_ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Identified Need :	Need to support the social/emotional needs of all students.	**Metric**	**Priority 3** • Charter Council and Parent Meeting Agendas and Notes • Parent Survey
	Need to develop and implement a system of interventions and supports to increase student performance data.		**Priority 5** • School Attendance Rates • Chronic Absenteeism Rates • Dropout Rates • Graduation Rates
	Need to provide opportunities for credit and attendance recovery.		**Priority 6** • Pupil Suspension Rates • Pupil Expulsion Rates • PBIS Training Records

Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	Hispanic, White, English Learners, Low Income, Foster Youth

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	• 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

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
A. Implement a Positive Behavioral Intervention &	School-wide	_X_ALL	Resource 0332

Approved: June 9, 2016

	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Supports Program in order to provide alternatives to suspension and expulsion. (Allocation provides for training and support contract with outside provider)		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$25,000
B. Continue to provide Edgenuity courses for credit recovery	School-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Resource 0332 $1,500

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	• 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

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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)	School-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Resource 0332 $25,750
B. Continue to provide Edgenuity courses for credit recovery	School-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Resource 0332 $1,500

LCAP Year 3: 2018-19

Approved: June 9, 2016

Expected Annual Measurable Outcomes:	- 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			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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)		School-wide	_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	Resource 0332 $26,522
B. Continue to provide Edgenuity courses for credit recovery		School-wide	_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	Resource 0332 $2,000

Approved: June 9, 2016

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	Related State and/or Local Priorities: 1 _X_ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

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

Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	Hispanic, White, English Learners, Low Income, Foster Youth

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	• Improvement to interior and exterior surfaces as determined by the FIT.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
A. Repair/replace interior and exterior surfaces as determined by state and district Facility Inspection Tool	School-wide	_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Resource 0332 $7,500

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	• Improvement to interior and exterior surfaces as determined by the FIT.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
A. Continue to repair/replace interior and exterior surfaces as determined by state and district Facility Inspection Tool	School-wide	_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient	Resource 0332 $6,160

Approved: June 9, 2016

__Other Subgroups:(Specify)_____

	LCAP Year 3: 2018-19			
Expected Annual Measurable Outcomes:	• Improvement to interior and exterior surfaces as determined by the FIT.			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service		Budgeted Expenditures
A. Continue to repair/replace interior and exterior surfaces as determined by state and district Facility Inspection Tool	School-wide	_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____		Resource 0332 $6,345

Approved: June 9, 2016

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

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 schoolsites 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?

Approved: June 9, 2016

Original GOAL from prior year LCAP:	1) **Provide excellent instruction, programs, and curriculum, which ensure college and career readiness**	Related State and/or Local Priorities: 1__ 2_X_ 3__ 4_X_ 5__ 6__ 7_X_ 8_X_ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	Hispanic, White, English Learners, Low Income, Foster Youth

Expected Annual Measurable Outcomes:	• 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 CASSPP, EAP, and CELDT that demonstrates college and career readiness • Students will engage in AVID organizational and note taking strategies through the use of iPad. • Classroom materials such as notes and presentations will be readily available to students on their device. • Student and staff communication will occur through Edmodo to enhance the classroom experience. • Course information will be more readily available to students when they are unable to attend school for illness or school events.	Actual Annual Measurable Outcomes:	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 begin 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 Shmoop, iMovie, Prezi, or Keynote. Parent University meetings are held on the 1st Tuesday of each month noted by parent sign in sheets.

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures

Approved: June 9, 2016

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.	$25,071	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.	$26,871

Scope of service:	School-wide		Scope of service:	School-wide	
_X_ ALL			_X_ ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

B) Staff development at AVID Institute for all core instructors, counselor, and administration.	$15,000	All core, most elective teachers, along with special education teacher have attended their assigned AVID summer workshop.	$21,225

Scope of service:	School-wide		Scope of service:	School-wide	
_X_ ALL			_X_ ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

C) Maintain AVID elective with tutors to assist students to meet requirements of AVID program.	$12,546	The AVID elective is provided for all 9th, 10th, 11th and 12th grade students. Only had 2 West Hills Community College students or former LMCHS graduates are assigned as tutors to the elective classes.	$ 8,934

Scope of service:	School-wide		Scope of service:	School-wide	
_X_ ALL			_X_ ALL		
OR: __Low Income pupils __English Learners			OR: __Low Income pupils __English Learners		

*Approved: June 9, 2016

__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
D) Maintain AVID site certification	$3,500		Site certification is awarded as evidenced by completion of AVID evaluation tool. LMCHS is recognized as a Highly Certified AVID Site.	$ 4,094
Scope of service: School-wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			**Scope of service:** School-wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
E) 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.	$15,000		Various apps, ebooks and online resources (e.g. Shmoop) have been purchased and loaded on all devices. Training has been provided by Apple Computer trainers and Shmoop trainers, and have begun project-based learning training with AALF.	$26,859
Scope of service: School-wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			**Scope of service:** School-wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
F) Provide students with 1-to-1 device loaded with applications, e-books and CCSS supplemental materials.	$42,730		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.	$33,605
Scope of service: School-wide _X_ALL			**Scope of service:** School-wide _X_ALL	

Approved: June 9, 2016

| OR:
__Low Income pupils __English Learners
__Foster Youth __Redesignated fluent English proficient
__Other Subgroups:(Specify)_____ | | OR:
__Low Income pupils __English Learners
__Foster Youth __Redesignated fluent English proficient
__Other Subgroups:(Specify)_____ | |
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | The actions and services provided for in the 2015-16 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 develop training in project-based learning, and to further develop the demonstration of college and career readiness through Advanced Placement and Community College courses for all students. | | |

Approved: June 9, 2016

Original GOAL from prior year LCAP:	2) **Provide a variety of supports and interventions to reduce impediments to student success**	Related State and/or Local Priorities: 1__ 2__ 3_X_ 4__ 5_X_ 6_X_ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools:	All	
	Applicable Pupil Subgroups:	Hispanic, White, English Learners, Low Income, Foster Youth	

Expected Annual Measurable Outcomes:	• 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.	Actual Annual Measurable Outcomes:	Site PBIS Leadership team was developed and completed the initial training with outside provider. Staff has provided input to leadership team on the development of initial implementation of PBIS. Edgenuity was purchased on a three-year contract.

LCAP Year: 2015-16					
Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services		Estimated Actual Annual Expenditures
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).		$9,300	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 developed the initial tasks for implementation of PBIS. The training did not cost the anticipated amount.		$1,950
Scope of service:	School-wide		Scope of service:	School-wide	
_X_ ALL			_X_ ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

Approved: June 9, 2016

B) Provide Edgenuity courses for credit recovery.	$1,500	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.	$0

Scope of service:	School-wide		Scope of service:	School-wide	
_X_ ALL			_X_ ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The actions and services provided for in the 2015-16 LCAP served the school well and aided in meeting the expected outcomes that were set forth in the plan. In developing the implementation of Tier I of PBIS for next school year, it became clearly evident that the services of the district psychologist will be needed on a regular basis 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.

Approved: June 9, 2016

Original GOAL from prior year LCAP:	**3) Provide a safe and welcoming school climate for all students and their parents to ensure that all students have optimal conditions for learning.**	Related State and/or Local Priorities: 1_X_ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools: All
	Applicable Pupil Subgroups: Hispanic, White, English Learners, Low Income, Foster Youth

Expected Annual Measurable Outcomes:		Actual Annual Measurable Outcomes:	.

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
• Improvement to interior and exterior surfaces	$5,900	Repairs have been made to areas on campus noted throughout facilities inspection tool and needs that became evident throughout the school year (e.g. broken glass, a/c & heating repairs and roofs leaking).	$ 7,114
Scope of service: School-wide		Scope of service: School-wide	
_X_ALL		_X_ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The actions and services provided for in the 2015-16 LCAP served the school well and aided in meeting the expected outcomes that were set forth in the plan. The restrooms for students and staff are open to public use due to the location on the WHCL campus. The need to complete major repairs to the restroom are evident for health and safety needs.

Approved: June 9, 2016

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

A. In the box below, 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 pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	$ 103,852

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

Approved: June 9, 2016

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.

Approved: June 9, 2016

B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

| 5.22 | % |

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.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

Approved: June 9, 2016

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, 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. *5 students*

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

    243 students

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

    Chronic Absenteeism Rate = 5/243 = 0.020

(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. *1 student*

    (2) The total number of cohort members.

    252 students (enrolled 2014-2015)

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

    High School Dropout Rate = 1/252 = 0.004

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

Approved: June 9, 2016

(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. *59 students graduated (2015)*

(2) The total number of cohort members.

60 students (12th grade students 2014-2015

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

Graduation Rate = 59/60 = 0.983

(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). *4 suspensions*

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30). *248 students*

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

Suspension Rate = 4/243 = 0.016

(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). *0 expulsions*

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

243 students

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

Expulsion Rate = 0/243 = 0.00

8-22-14 [California Department of Education]

Approved: June 9, 2016