

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](#): 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

Anahuacalmecac International University Preparatory of North America

Contact Name
and Title

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2017-20 Plan Summary

THE STORY

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

Anahuacalmecac International University Preparatory of North America is operated by a community-based, educational non-profit organization led by indigenous educators in Los Angeles, California whose mission is to promote academic excellence, for all TK-12 students, through an International Baccalaureate (IB) framework that is rooted in the cultural and intellectual heritage of Indigenous Peoples. The school has received acclaim and support from various respected local organizations, including the Western Association of Schools and Colleges, the International Baccalaureate, the Seventh-Generation Fund for Indian Development, and the Native American Alliance for Charter Schools.

Anahuacalmecac's LCAP is intended to be a comprehensive planning tool. The goals outlined in the LCAP embrace Anahuacalmecac's overarching goals that have consistently guided strategic planning and supports. Aligned with the 8-state priorities, the goals and targets included in the LCAP provide for setting targets for student subgroup populations, such as low-income, English learner, Foster youth, Indigenous students (including so-called "American Indians" and "Latino") and Students with Disabilities subgroups, to assess whether resources are impacting the outcomes of these students.

LCAP HIGHLIGHTS

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

The LCAP's actions and services this year have been aligned to improve learning for English learners, foster youth, low income students, including students that qualify for special educational services. Our actions and services support our three goals based on multiple-performance data, State priorities, input from stakeholders, and the school's mission and vision. There are 4 actions and services aimed at meeting goal 1, 5 for goal 2, and 3 for goal 3 respectfully.

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

According to the California School Dashboard LCFF Evaluation Rubric baseline data, which only contains one year performance scores, the greatest progress based on 2015-16 information demonstrates that Reclassified students scored one level higher than all students. Social disadvantaged and Indigenous students (so-called "Latinos/Hispanics" included) have a very small gap in points below level three as compared to any other subgroup. Achievement in culturally based arts and design curriculum across the grade levels effectively stimulate young imaginations, challenge perceptions and develop creative and analytical skills. Additionally, involvement in the arts encourages students to understand the arts in context and the cultural histories of artworks, supporting the development of an inquiring and empathetic world view. At Anahuacalmecac arts challenge and enrich personal identity and build awareness of the aesthetic in a real-world context.

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

Based on one year performance data available on the California School Dashboard LCFF Evaluation Rubric, math is the overall greatest need followed by English. In particular the data in math demonstrates that student with disabilities have the greatest need followed by English Learners. Based on the California School Dashboard LCFF Evaluation Rubric our greatest need for ELA support is 6th and 8th grade, while for Math 5th, 6th, 7th, 8th and 9th are our greatest need.

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

The California School Dashboard LCFF Evaluation Rubric fails to measure student achievement holistically. Reduced to measures of academic achievement as demonstrated in standardized exams, the LCFF Evaluation Rubric demonstrates that the greatest performance gap in this narrow scope of performance is in math. In particular, students with disabilities followed by English Learners demonstrate a significant performance gap compared to other groups. The other performance gap is in English. Students with disabilities followed by English Learners demonstrate a significant performance gap compared to other groups.

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.

The significant ways that AIUP will increase and improve services for low-income students, English learners, and foster youth are as follows:

- Ensure that assignment of certificated and classified FTEs are aligned to new actions and services in order to close gaps for highest need groups (English Learners and students with disabilities), International Baccalaureate (IB) and support for multilingual instruction.
- In an effort to improve academic achievement in math and ELA, we will provide access through the purchase of Common Core aligned and/or culturally relevant online textbooks, assessment tools, computers, web based programs, and activities and materials related to A-G requirement, college and career readiness.
- Provide multiple training opportunities for certificated and classified FTEs, students, parents, and community members in topics related to improving academic achievement in math and ELA, college/career readiness, cultural curriculum, and intellectual and linguistic indigenous knowledge.

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

\$3,828,989.00

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year

\$677,505.00

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.

Charter Schools Funding in lieu of property taxes – \$735,743.00

Title 1 - \$150, 771

\$2,964,657.00

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

All students will graduate with the academic preparation and achievement necessary for 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 Preparation for College and Global Learning with Purpose

ANNUAL MEASURABLE OUTCOMES

EXPECTED

1. Graduation rates – Increase rate by 1%
2. UC/CSU eligibility – Increase percent of students who have completed UC/CSU (A-G) requirements by 1%
3. Student feedback and goal setting – Increase positive responses regarding student attitude, interest, involvement and goal setting related to career readiness by 1% as indicated by student surveys, or teacher/counselor observations or other measurement deemed appropriate by school leadership and personnel
4. Percentage of English learners who made progress toward English proficiency as measured by the CELDT will increase by 1% from the previous year
5. The percentage of students completing AP exams with a score of 3 or higher

ACTUAL

1. 100% of all pupils enrolled in grade 12 graduated. Note, the graduation rate for the previous year was also 100%.
2. 79% of all graduating pupils met all UC/CSU eligibility requirements. This is a 4% increase from the previous year (75% for 2015-2016).
3. In examining increase of positive responses regarding student attitude, interest, involvement and goal setting related to career readiness, surveys demonstrate a higher percentage of students planning to attend a UC as post-secondary institution. The student survey results are the following:
*6th – 12th grade, 34 % plan to apply to a UC,
 - a. 30% to apply to CSU,
 - b. 27% to a private university
 - c. 9% to a community college.

- b. Kinder – 5th grade 52 % plan to apply to a UC,
 - a. 20% to apply to a CSU
 - b. 28% to go to a private university.
- 4. Based on CELDT reports from 2016-17 as compared to CELDT reports from 2015-16 (51%), 55% of student made progress toward English proficiency as measured by the CELDT. Therefore, the school's overall ELPI Status increased by 4%.
- 5. 2016-2017 AP scores will be available on the 5th of July.

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
<ul style="list-style-type: none"> • Alignment of curriculum with the Common Core State Standards and International Baccalaureate standards • Establish benchmarks for school wide assessments- Provide assessments aligned to the Common Core State Standards • Provide supports for English Language Learners • Create A-G approved curriculum and coursework for all core subjects • Offer A-G approved courses to all students • Analyze data from state exams

ACTUAL
<ol style="list-style-type: none"> 1. Adopted NWEA MAP Common Core scope and sequence to guide curriculum development for math and English for all grade levels. Professional development time was given for training and alignment with IB standards twice per month. 2. Used NWEA MAP to establish benchmarks and to administer common core aligned assessments. 3. English Language Learners received support in their home language. EL Intervention program further assisted students to help meet proficiency. 4. All core subjects are A-G approved 5. A-G courses for all core subjects are offered to all students enrolled in grades 9-12. This includes Algebra 1: a course offered to 8th grade students. 6. Teachers analyzed CAASPP and MAP data before academic school year. During PD, teacher

		continued to monitor and review MAP data. In addition, MAP data was reviewed every session that students took the assessments.
Expenditures	BUDGETED 31,100.4	ESTIMATED ACTUAL 31,100.4

Action **2**

Actions/Services	<p>PLANNED</p> <p>Recruit teachers to provide instruction in maternal languages, world languages other than English, performing and visual arts</p>	<p>ACTUAL</p> <ol style="list-style-type: none"> 1. Anahuacalmecac secured a visa for a Nahuatl teacher. At the elementary level, the teacher instructed in a maternal language (Nahuatl). Speaking and writing in Nahuatl, student wrote stories, plays, and developed lessons in order to teach the language to their peers. <ul style="list-style-type: none"> • World Language <ul style="list-style-type: none"> ○ K-5th teachers were all properly credentialed to teach Spanish and English as assigned by the school's dual language program. ○ 6th-12th Spanish subject teachers were properly
Expenditures	BUDGETED 16,100.4	ESTIMATED ACTUAL 16,100.4

Action **3**

Actions/Services

PLANNED

Ensure guidance for all students to access UC/CSU required courses; Align courses and course offering to prepare students for college preparatory curriculum from elementary grades on; Design, monitor and improve course offerings reflective of student and teacher feedback; Hire appropriately credentialed teachers

ACTUAL

- UC/CSU Guidance
- Offered A-G courses for all core subjects 6th-12th
- All students were offered approved Advanced Placement courses 11th-12th
- Academia Anahuacalmecac – 11/12th Grade Diploma Program
- College Preparation
- After-school tutoring for all grade levels
- Trips to college campuses, including those of the digital variety for all grade levels
- Online Common Core aligned math program such as DreamBox K-8th
- Online Common Core aligned literacy program such as RazKids K-8th
- Jaime Escalante Supplemental Math Courses 6th-12th
- American Indian Pomona Health Career Ladder Saturday Academy at Western University 9th-12th
- After Program Pitzer College Prep 11th & 12th
- Student Council 9th-12th
- Teen Court: Los Angeles Superior Courts 9th-12th
- College Delegates Visit Campus 9th-12th
- Forest Service Student Outreach Program: Generation Green 9th-12th
- International Baccalaureate, Middle Years Program, Research Intensive, Year Long, Personal Project in 10th Grade
- ACT Test Preparation Periods 10th & 11th
-
- Parents invited to community assembly to provide input in academic and school environment improvements
- Students answer at the end of each unit survey to give opinion on what they are being taught
- During Student/Teacher Led conferencing, goals

		<p>were set according to each student's needs, unless the student needs academic intervention sooner, teacher would meet with student and parent/guardians regarding the actions necessary for improvement</p> <ul style="list-style-type: none"> • Teachers were all properly credentialed in grades K-12th
Expenditures	<p>BUDGETED 31,100.4</p>	<p>ESTIMATED ACTUAL 31,100.4</p>

Action

4

<p>PLANNED</p> <p>Provide necessary supports and interventions (eg. Counseling, afterschool tutoring, teacher office hours, several grade checks within a semester) for the student subgroups to access the A-G curriculum so that they may graduate with the academic preparation necessary for post-secondary education</p>	<p>ACTUAL</p> <ol style="list-style-type: none"> 1. Meetings with counselor regarding academic progress, achievement, improvement, college eligibility and university enrollment assistance 2. After-school program tutoring (offered five days of the week) 3. Teachers had office hours every week and students are informed on the first week of each semester 4. Grade Checks <ol style="list-style-type: none"> a. Grade check with teachers during office hours b. Online academic grade providers such as Power School c. Student Led Conferences twice a semester for the high/ middle school students d. Teacher led conferences conducted in the middle and end of each semester (Once a trimester for elementary school)
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Actions/Services

Expenditures

BUDGETED

76,100.4

ESTIMATED ACTUAL

76,100.4

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.

All actions were implemented

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

The actions and/services were effective in all areas except for the goal on the percentage of students completing Advanced Placement exams with a score of 3 or higher. More services will be provided to students to increase student performance on the AP examinations.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There are no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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.

Services provided by our school aligned with the provided guidelines, but can be improved upon with better communication with students about expectations in AP course and more frequent grade update on their performance. Additionally, students need more preparation for the AP examines using examples provided by the College Board, participation in writing workshops, and tutorial services made available after-school. We are not making a change to a goal. Instead we are implementing additional actions and services to increase the number of student scoring a 3 or higher on the exam. Changes can be found in the section titled, "Goals, Actions, and Services."

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

All students will have access to curriculum rooted in the cultural, intellectual and linguistic bodies of knowledge of Indigenous Peoples.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL Linguistic and Cultural Diversity Engagement

ANNUAL MEASURABLE OUTCOMES

EXPECTED

95% enrollment in at least one world (or maternal) language course of study other than English as reflected in the matrix of course offerings, master schedule and individual student schedule. Pupil engagement will increase in accordance with State Priorities (Education Code 52060(d)(5) as measured by all of the following:

- Reduction in school attendance rates by 1%
- Reduction in chronic absenteeism rates by 1%
- Reduction in middle school dropout rates by 1%
- Reduction in high school dropout rates by 1%
- Increase in high school graduation rates by 1%

ACTUAL

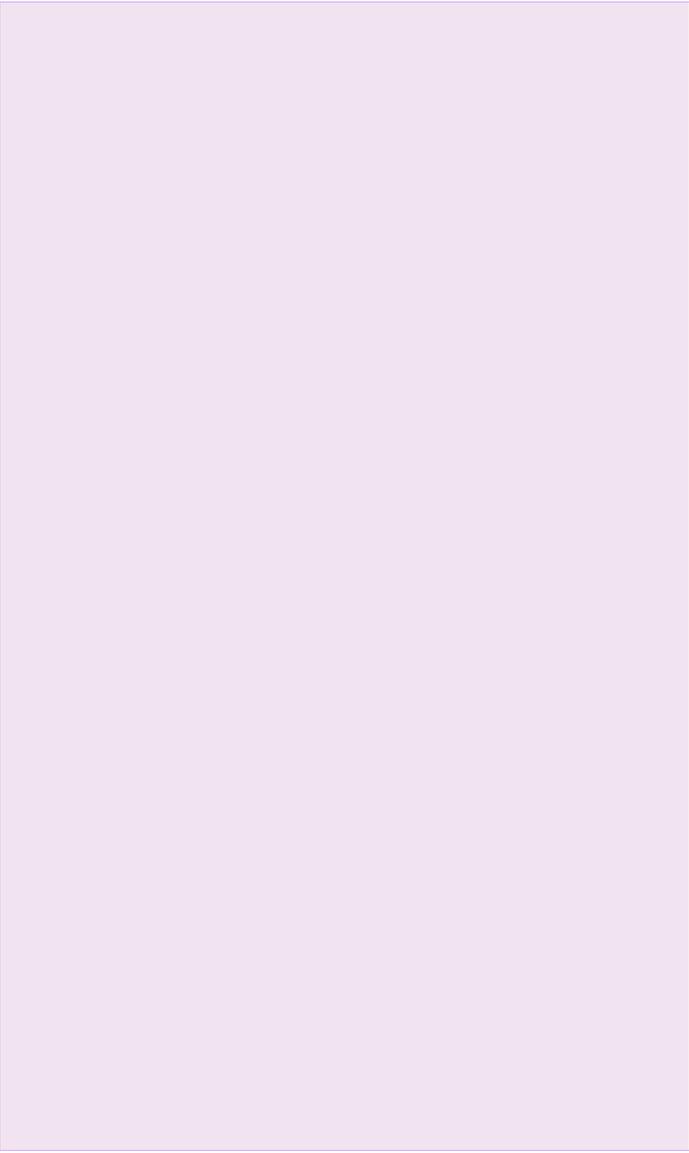
100% of were enrolled in at least one world (or maternal) language course of study other than English as reflected in the matrix of course offerings, master schedule and individual student schedule. Pupil engagement increased in accordance with State Priority Education Code 52060 (d)(5) as measured by all of the following:

- There was no change in school attendance, it was maintained at 95%
- Unduplicated enrollment increased by 10%, this impacted chronic absenteeism as rates increased by 4%.
- There were no pupil dropouts. There was no reduction in the rate because there were no pupil dropouts the previous year.
- The graduation rate is 100%. Note, the graduation rate for the previous year was 100% so there was no possible increase.
- Previous year was 100% so there was no possible increase.

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	<p>PLANNED</p> <p>Provide a continuum of maternal and world language options; Train all teachers to embed the curriculum with cultural, intellectual and linguistic indigenous knowledge</p>	<p>ACTUAL</p> <p>We provided a continuum of maternal and world language options through:</p> <ul style="list-style-type: none"> • The implementation of a Nahuatl immersion program with a highly-qualified teacher who is a Nahuatl native speaker. • 100% of students in grades K-5 were enrolled in a dual language program • 100% of students in grades 6-11 were enrolled in a World Language Class every year. • Teachers participated in professional development training at the beginning also have access to indigenous elders, who have passed down indigenous language, practices, and pedagogy that guide community workshops.
Expenditures	<p>BUDGETED</p> <p>50,880.32</p>	<p>ESTIMATED ACTUAL</p> <p>50,880.32</p>
Action	2	
Actions/Services	<p>PLANNED</p> <p>Organize parent involvement and community autonomy over curriculum, programs and resources for historically disadvantaged students (unduplicated and special needs pupils as identified by the state)</p>	<p>ACTUAL</p> <p>We organized parent involvement and practiced community autonomy over curriculum, programs and resources for historically disadvantaged students through several different ways.</p> <ul style="list-style-type: none"> • First, resources have been provided to students through access to an on-site school psychologist



that provides emotional wellness.

- Secondly, we also provide services such as after school program tutoring, with snacks provided, and care for parents who work later hours.
 - Similarly, the organization 'ASES' provides 6th - 8th grade level students with access to after-school tutoring and mentoring.
- Meeting on community assembly 2 times a year to invite parents to discuss student performance and budget school safety, school goals, and priority. Student led conference were held 2-3 times a year, get feedback from parents.
- Additional meetings on school climate and safety regarding culture, leadership, community, leadership, civic engagement, drugs, safety, social media, learning, identity,
- LCAP Information Meeting was held to allow parents to take a proactive role in identifying student problems (ex. absenteeism) and determining the best solution. Parent educators can then lead parent conference and determine various expectations and goals.
- School leadership was involved in community building to address parent concerns on social issues, through local politicians, grassroots organizations, non- profit.
- Used 'one call' to keep parents involved in meetings, events, conferences
- Additional parent contact was made for IEP, English learner progress meetings.

BUDGETED
25,880.32

ESTIMATED ACTUAL
25,880.32

Expenditures

3

Action

PLANNED
 Create a positive school climate; Continue to improve student engagement by reducing dropout rates, absenteeism, and increase graduation rates; Increase attendance rates

ACTUAL
 We created a positive school climate and continued to improve student engagement by reduced dropout rates, absenteeism and increased graduation rates; increased attendance rates

- Our administrative offices call home daily when students are notably late to confirm with parents or guardians for school to be aware of student's situation.
- The teachers notified parent during student led conference.
- Counselor called students who needed more intervention.
- Director of Education, counselor, and family review attendance every 3 months.

Actions/Services

BUDGETED
 13,380.32

ESTIMATED ACTUAL
 13,380.32

Expenditures

Action

4

PLANNED
 Train all staff on school cultural values profile called Makuilxochitl; Educate all students and parents on school cultural values profile called Makuilxochitl; Create, administer and reflect upon surveys on the school's mission and vision; Create and organize opportunities for

ACTUAL
 All staff practice school cultural values;

- Students, parents and staff participated in national and local events related to social issues such as climate change, immigration, Indigenous Peoples rights, and civic responsibilities.
- All staff participated in professional development

Actions/Services

volunteerism at the school to build community; Engage students in a mission guided curriculum; Celebrate with all stakeholders community building success through assemblies, meetings and public acknowledgement

to learn about indigenous cultural values and protocols as well as the school's mission and vision

- Parents and community continued to volunteer to teach students traditional cooking practices, songs, ancestral agricultural knowledge and Aztec Dance

BUDGETED

38,380.32

ESTIMATED ACTUAL

38,380.32

Expenditures

Action

5

PLANNED

The guidance counselor will create course schedules for students identified in the subgroups that offer all A-G curriculum/courses, and at least one world language course

ACTUAL

The guidance counselor created course schedules for students identified in the subgroups that offer all A-G curriculum/courses, and at least one world language course.

- All Students in 8-12th grade have access (A-G) courses
- All Students in 6th-11th grade are enrolled in world language course, Spanish
- All students in 8th- 11th grade have access to (A-G) Spanish Course
- All 12th grade students have access to AP Spanish culture course.

Actions/Services

Expenditures

BUDGETED
25,880.32

ESTIMATED ACTUAL
25,880.32

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.

All actions were implemented.

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

All students will have access to curriculum rooted in the cultural, intellectual and linguistic bodies of knowledge of Indigenous People by continuous community organizing and indigenous educational pedagogy.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There are no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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.

As a result of this analysis, the goal remained the same. We modified the metrics to align with the new LCFF Evaluation Rubrics and to better reflect the planned actions/services. The action/services were also modified to better align with LCFF Evaluation Rubrics, meet the needs based on student achievement data. Further, most areas were modified to address the need to provide training to all stakeholders. Changes can be found in the section titled, "Goals, Actions, and Services."

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

All students will access academic, cultural, and community resources aimed at strengthening student educational achievement and overall school climate.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL Preparation for College, Global Learning with Purpose, and Organic Leadership

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Students will access three academic, cultural and/or community resources. School climate will improve in accordance with State Priority Education Code 52060(d)(6) measured by all of the following as applicable:

- Pupil suspension rates will be reduced by 1%
- Pupil expulsion rates will be reduced by .2%
- Other local measures of pupils, parents and teachers on the sense of safety and school connectedness will increase by 1%

ACTUAL

- A. Students accessed two academic, cultural and/or community resources. School climate improved in accordance with State Priority Education Code 52060 (d) (6) as measured by all of the following as applicable:
- B. Last year the school did not have any suspensions. This academic year the school suspended four times. Therefore, we did not reduce suspension rates by 1%. Zero expulsions took place this academic year.
- C. A school-wide survey for all staff and students demonstrates there is a 100% sense of safety and school connectedness.

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.

PLANNED

Create opportunities for students to access academic, cultural and community resources; Trips to nearby colleges and universities; Create and maintain relationships with community organizations; create and maintain relationships with Colleges and Universities; Provide guidance for students to provide community action and service; Provide access to cultural ceremonies and other community-based learning experiences; Access to standards aligned materials; Access to high quality teachers; Implementation of Common Core Standards for all students; Access to inquiry-based, internationally-minded college preparatory course of study embedded with and responsive to student needs as Indigenous Persons; Administer and analyze survey results of pupil, parent and teacher sense of safety and connectedness; Reduce pupil suspension and expulsion rates

ACTUAL

A) Created opportunities for students to access academic, cultural and community resources;

- American Indian Health Career Ladder at Western University
- UCLA School of Law's Tribal Learning Community & Educational Exchange
- Teen Court: Los Angeles Superior Courts
 - CAYC- California Association of Youth Courts
 - SHADES- Stopping Hate and Delinquency by Empowering Students
- Native Youth to College Program - Pitzer College
- Virtual and on-site trips to college campuses
- College delegates visit campus
- Generation Green- Partnership with Los Angeles Forest Service 9th-12th; Los Angeles County Fair, Mono Lake, Joshua Tree and Yosemite National Park.
- Wishtoyo- Chumash Village an educational center located in Malibu
- Local gang prevention organizations

B) Provided trips to nearby colleges and universities; Created and maintained relationships with colleges and universities.

- California State University Los Angeles
- Pitzer College
- Western University of Health Sciences
- East Los Angeles Community College
- Pomona College
- CSU Channel Island
- UC Riverside
- Scripps College

- UC Los Angeles
- C) Provided guidance for students to provide community action and service across local, national and transnational actions
- Participated in 2nd Annual Indigenous Youth Summit in San Francisco.- 4th - 12th grade students
 - Students participated in LA World Affairs Council- where HS students get to meet and greet former officials from the United States Federal Government. 9th-12th grade students
- D) Provided access to cultural ceremonies and other community-based learning experiences
- Summer Solstice,
 - Winter Solstice
 - Dia del Niño (Children’s Day)
 - Mexica New Year
 - United Nation on the Rights of Indigenous Peoples Declaration aligning to School’s mission, Indigenous Peoples Day implementation at Los Angeles
- E) Provided access to standard aligned materials;
- Bi-Literacy Program Razkids \$1200
 - Computers \$10,000
 - Mathematics Program Dreambox \$4,000
 - Math Textbooks and Graphing Calculators \$500
 - English Language Learner Workbooks \$50
- F) Provided all students with access to high quality teachers
- G) Implemented the Common Core Standards for all students
- H) IB and high school units are common core aligned

BUDGETED
123,301.4

ESTIMATED ACTUAL
123,301.4

Expenditures

Action

2

Actions/Services

PLANNED
Teachers, parents, students and when applicable the counselor will review and document access academic, cultural, and community resources and experiences on the student individual access plan during conferences

ACTUAL
Counselor did reviews and document access to academic, cultural, and community resources and experiences on the student individual access plan during conferences

Expenditures

BUDGETED
31,100.40

ESTIMATED ACTUAL
31,100.40

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.

All actions/services were implemented.

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

Effectiveness in the actions/services in the articulation of the measured goal in the strengthening student educational achievement and overall school climate based on access to state and local standardization; Adding to the safety of students and parents to access the school psychologist and academic counselor

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences between Expenditures and Estimated Actual Expenditures.

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.

As a result of this analysis, the goal remained the same. We modified the metrics to align with the new LCFF Evaluation Rubrics and to better reflect the planned actions/services. The action/services were also modified to better align with LCFF Evaluation Rubrics, meet the needs based on student achievement data. Further, most areas were modified to address the need to provide training to all stakeholders. Changes can be found in the section titled, "Goals, Actions, and Services."

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 have been involved in an on-going study of our school since its founding. As a practice, our parents are invited to three community assemblies a year to receive training on various topics of interest, analyze student data, review finance reports, and set goals for the school. At community assemblies, parents engage in dialogue with other parents, teachers, board members, and administrators during workshops on curriculum and student learning. Parent opinion recorded during workshops and the results of surveys conducted at the community assemblies are used to make improvements in curriculum and adjustments to goals and plans, including the Local Control Accountability Plan, and accreditation self-review processes.

Parents participate in 2-3 student-led conferences annually. This process keeps parents informed of student progress and assists parents and students to develop goals to improve achievement. Parents have further participated in an on-going improvement process by becoming involved in school committees. Participation in a committee involves consistent study of student data, identifying student needs based on data, and planning improvements and resources. The committees include English Learners, Special Education (MCD), Facilities, Discipline and School Safety, and the school self-review (WASC) committee. Committee recommendations are typically implemented promptly since a director and the parent organizer both participate in each committee and report findings and recommendations to the Council of Trustees and the Executive Director.

Students are an important voice in the school's on-going improvement process and have consistently been involved in the development of school-wide goals and expected learning results. Students participate in reflections during each unit to inform teachers of their learning progress and needs. Teachers are expected to use that information to make adjustments in their planning. During professional development, teachers have analyzed student input to plan and improve units that take into account student and teacher reflections. Students participate in school designed surveys and International Baccalaureate (IB) curriculum aligned questionnaires about the written curriculum, learning and teaching, and assessment. The results have guided curriculum planning and finances. Students have been encouraged to participate in community assemblies to receive training and give opinions on curriculum, student progress and needs. In addition, students have participated over a multi-year period in developing individual and schoolwide school goals based on a study of state assessment results.

Our Council of Trustees and School Site Council have been active participants in developing LCAP goals. Both leadership groups have consistently reviewed student data to make improvements in our delivery of services and school culture. The Council of Trustees was key in reviewing curriculum and all support services to determine the effectiveness of programs and changes needed to make improvements in student learning. They met monthly to review student performance and make recommendations on teaching and delivery of services, in accordance with LCAP and LCFF requirements. The Council of Trustees has made it a priority to provide support through budgetary decisions to hire consultants in curriculum and data analysis, and instructors in test preparation. The Council of Trustees and School Site Council have spent considerable meeting time monitoring student performance, and making adjustments and changes to our action plan based on the school's needs. The leadership team has been a driving force in guiding our school in meeting the guidelines of our charter.

The Executive Director, in coordination with the Director of Education, school administrators, lead teachers, the school psychologist and the counselor, have collaborated to make continual improvements to every facet of the school based on student performance and needs. The school's leadership has been instrumental in keeping school staff accountable to our entire school community. Accountability is ensured on multiple levels such as the Council of Trustees, Community Assemblies and multiple parent meetings wherein student performance data is reported to parents. The directors' involvement includes all forms of professional development for teachers and staff, school committees, community assemblies and student-led conferencing to monitor the implementation of our schoolwide goals. The directors ensure that all stakeholders are involved in an analysis of student performance and alignment of long terms plans to the school's areas of need. The Council of Trustees, in consultation with the Executive Director and Director of Education, has been chiefly responsible for making adjustments to our school's operations and budget, policy, and plans based on an assessment of our entire school via student data and input from all stakeholders. The school's Leadership Team has also helped shape policy on the criteria for selection of students for intervention and support services. The school administrators have made changes to our practices that have further advanced our commitment to a school culture centered on high expectations of student learning and teaching. The Directorate continually facilitates the entire school community to align all policies and decision making to the school's vision and mission of implementing internationally recognized rights of Indigenous Peoples, as stated in Article 14 of the United Nations Declaration on the Rights of Indigenous Peoples, "Indigenous peoples have the right to establish and control their educational systems and institutions providing education in their own languages, in a manner appropriate to their cultural methods of teaching and learning."

ANNUAL UPDATE:

Throughout the 2016-2017 school year, staff conducted collected information regarding LCAP goals and the effectiveness of their implementation from various stakeholders through the use of verbal and written reflections, surveys, parent meetings, parent feedback, student assemblies, etc. Student meetings were held during the school day in assembly. At times, meeting participants reviewed the charter petition and available student performance and demographic data. In June 2017, additional meetings were held with community stakeholders including parents and a community assembly focused upon LCAP goals and priorities. The LCAP was updated and recommended approval at the June 2017 Council of Trustees meeting. The revised document will be submitted to the California Department of Education by June 30, 2017.

IMPACT ON LCAP AND ANNUAL UPDATE

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

ANNUAL UPDATE:

Goals and benchmarks have been reviewed and kept. The stakeholders agreed that the goals continue to be relevant and appropriate to our school mission and the intent of the LCFF funding. Growth benchmarks have been updated to reflect achievable progress. Parents, students, and staff all expressed that Nahuatl language and culture programming should be additionally emphasized at all school levels. Parents in particular, expressed the need to strengthen the delegation of students' socio-emotional needs with community organizations aligned with native wellness approaches. They also asked to prioritize action as follows:

- Work with law enforcement and drug counselors to reduce number of suspensions
- Parent and student workshops regarding indigenous cultural knowledge, impact of student absences on learning and on the school's budget
- High school students mentor middle school students to help with conflict resolution, time management, reduction in suspensions, etc.
- Use of SBAC's Interim Assessments next year to help students be more prepared for state tests

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

All students will graduate with the academic preparation and achievement necessary for 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 Preparation for College and Global Learning with Purpose

Identified Need

Increase the number of students that graduate with the academic preparation and achievement necessary for college and career readiness.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

Access to A-G, college or career ready courses	100% of students are enrolled in A-G, college or career courses	Maintain "High" or "Very High" per the LCFF Evaluation Rubric	Maintain "High" or "Very High" per the LCFF Evaluation Rubric	
Graduation rates per LCFF Evaluation Rubrics	100% of seniors graduated	Maintain "High" or "Very High" per the LCFF Evaluation Rubric	Maintain "High" or "Very High" per the LCFF Evaluation Rubric	
Student feedback and goal setting	90% of students completed the feedback and goal setting forms	Maintain 90-100% completion	Maintain 90-100% completion	

Achievement targeting A-G and college or career readiness courses.	Establish baseline of students who receive a grade of C or better in end of course grades	Maintain “High or Very High” (45% or greater) per the LCFF Evaluation Rubric	Maintain “High or Very High” (45% or greater) per the LCFF Evaluation Rubric	
Smarter Balanced (SBAC) Interim Assessments	Roll out and establish baseline of student and teacher participation in SBAC Interim Assessments in ELA and Mathematics	Increase student participation in SBAC by 5%	Increase student participation in SBAC by 5%	
CAASPP Smarter Balanced Summative Assessments	According to LCFF Evaluation Rubrics, ELA and Mathematics scores are “Very Low” for “All Students”, English Learners and Special Education students demonstrate a larger gap of achievement compared to other subgroups	Demonstrate “Increase” per Table 14 ELA Academic Indicator Performance Standards and Table 15 Math Academic Indicator Performance Standards	If improved, “Maintain or Increase” per Table 14 ELA Academic Indicator Performance Standards and Table 15 Math Academic Indicator Performance Standards	
International Baccalaureate Primary Years Program Exhibition (5 th Grade) and International Baccalaureate Middle Years Program Personal Project (10 th Grade)	Establish baseline achievement scores of grade 3 or higher on the PYP Exhibition and the MYP Personal Project	Maintain or improve the number of students that score 3 or above	Maintain or improve the number of students that score 3 or above	
Achievement in world language courses	Establish baseline achievement in courses	Maintain or improve number of students with passing or above achievement	Maintain or improve number of students with passing or above achievement	
Achievement in CELDT: Annual CELDT test takers who increased at least one	55% of students demonstrate a 4% increase	Demonstrate “Increased” per the English Learner Progress LCFF	Demonstrate “Increased” per the English Learner Progress LCFF	

CELDT level plus annual CELDT test takers who maintained early advanced/advanced English proficient on the CELDT - OR EL's who were reclassified in prior year	from the prior year	Evaluation Rubric	Evaluation Rubric	
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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

- Alignment of curriculum with the Common Core State Standards and International Baccalaureate standards
- Establish benchmarks for school wide assessments- Provide assessments aligned to the Common Core State Standards
- Provide supports for English Language Learners
- Create A-G approved curriculum and coursework for all core subjects
- Offer A-G approved courses to all students
- Analyze data from state exams

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: Anahuacalmecac International University Preparatory	<input type="checkbox"/> Specific Grade spans:TK-12

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<ul style="list-style-type: none"> • Train teachers on how to align curriculum with the Common Core and International Baccalaureate standards, continue subscription to the IB curriculum mapping software (Managebac) and train staff on its use. • Establish benchmarks for school 	Maintain and or improve from previous year	

wide assessments- Provide training on how to align assessments to the Common Core State Standards

- Train teachers and staff to provide supports for English Language Learners
- Create A-G approved curriculum and coursework for all core subjects
- Offer A-G approved courses to all students
- Train teachers how to analyze data from state exams

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	55,000.00	Amount	80,000.00	Amount	
Source	LCFF S & C	Source	LCFF S & C	Source	
Budget Reference	1000-1999 Certificated Salaries - LCFF S & C 2000-2999 Classified Salaries – LCFF S & C 3000-3999 Employee Benefits - LCFF S & C 4000-4999 Books and Supplies - LCFF S & C 5000-5999 Services and Other Operating Expenditures – LCFF S & C	Budget Reference	1000-1999 Certificated Salaries - LCFF S & C 2000-2999 Classified Salaries – LCFF S & C 3000-3999 Employee Benefits - LCFF S & C 4000-4999 Books and Supplies - LCFF S & C 5000-5999 Services and Other Operating Expenditures – LCFF S & C	Budget Reference	

Recruit and retain teachers to provide instruction in maternal languages, world languages other than English, performing and visual arts

Action 2

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

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

Location(s)

All schools Specific Schools: Anahuacalmecac International University Preparatory Specific Grade spans: TK-12

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

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

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Recruit and retain teachers to provide instruction in maternal languages, world languages other than English, performing and visual arts	Maintain and or improve from previous year	

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount 55,000.00	Amount 80,000.00	Amount
Source LCFF S & C	Source LCFF S & C	Source
Budget Reference 1000-1999 Certificated Salaries - LCFF S & C 2000-2999 Classified Salaries – LCFF S & C 3000-3999 Employee Benefits - LCFF S & C 4000-4999 Books and Supplies - LCFF S & C 5000-5999 Services and Other Operating Expenditures – LCFF S & C	Budget Reference 1000-1999 Certificated Salaries - LCFF S & C 2000-2999 Classified Salaries – LCFF S & C 3000-3999 Employee Benefits - LCFF S & C 4000-4999 Books and Supplies - LCFF S & C 5000-5999 Services and Other Operating Expenditures – LCFF S & C	Budget Reference

Action 3 Ensure guidance for all students to access UC/CSU required courses; Align courses and course offering to prepare students for college preparatory curriculum from elementary grades on; Design, monitor and improve course offerings reflective of student and teacher feedback; Hire appropriately credentialed teachers

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

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

Location(s) All schools Specific Schools: Anahuacalmeac International University Preparatory Specific Grade spans: TK-12

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Train staff on how to ensure guidance for all students to access UC/CSU required courses; Align courses and course offering to prepare students for college preparatory curriculum from elementary grades on; Design, monitor and improve course offerings reflective of student and teacher feedback; Hire and train appropriately credentialed teachers, and curriculum specialists. Additionally opportunities for parents to engage in supporting students for college and career preparation.

2018-19

New Modified Unchanged

Maintain and/or improve from previous year

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	55,000.00	Amount	80,000.00	Amount	
Source	LCFF S & C	Source	LCFF S & C	Source	
Budget Reference	1000-1999 Certificated Salaries - LCFF S & C 2000-2999 Classified Salaries - LCFF S & C 3000-3999 Employee Benefits - LCFF S & C 4000-4999 Books and Supplies - LCFF S & C 5000-5999 Services and Other Operating Expenditures - LCFF S & C	Budget Reference	1000-1999 Certificated Salaries - LCFF S & C 2000-2999 Classified Salaries - LCFF S & C 3000-3999 Employee Benefits - LCFF S & C 4000-4999 Books and Supplies - LCFF S & C 5000-5999 Services and Other Operating Expenditures - LCFF S & C	Budget Reference	

Action 4 Provide necessary supports and interventions (eg. Counseling, afterschool tutoring, teacher office hours, several grade checks within a semester) for the student subgroups to access the A-G curriculum so that they may graduate with the academic preparation necessary for post-secondary education

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

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

Location(s) All schools Specific Schools: Anahuacalmecac International University Preparatory Specific Grade spans: TK-12

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Train staff and provide necessary supports and interventions (eg. Counseling,	Maintain and or improve from previous year	

afterschool tutoring, teacher office hours, several grade checks within a semester, programs such as Dreambox and RazKids) for the student subgroups to access the A-G curriculum so that they may graduate with the academic preparation necessary for post-secondary education



BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	55,000.00	Amount	80,000.00	Amount	
Source	LCFF S & C	Source	LCFF S & C	Source	
Budget Reference	1000-1999 Certificated Salaries - LCFF S & C 2000-2999 Classified Salaries – LCFF S & C 3000-3999 Employee Benefits - LCFF S & C 4000-4999 Books and Supplies - LCFF S & C 5000-5999 Services and Other Operating Expenditures – LCFF S & C	Budget Reference	1000-1999 Certificated Salaries - LCFF S & C 2000-2999 Classified Salaries – LCFF S & C 3000-3999 Employee Benefits - LCFF S & C 4000-4999 Books and Supplies - LCFF S & C 5000-5999 Services and Other Operating Expenditures – LCFF S & C	Budget Reference	

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

All students will have access to curriculum rooted in the cultural, intellectual and linguistic bodies of knowledge of Indigenous Peoples.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL Linguistic and Cultural Diversity Engagement

Identified Need

- To increase student enrollment in at least one world language course other than English
- To embed cultural, intellectual and linguistic diversity of Indigenous peoples in the curriculum to increase college and career readiness.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Student enrollment in at least one world language that is not English	Currently, students in grades K-11 are enrolled in at least one world language that is not English	Maintain 90-100% of K-12 students enrolled in at least one world language	Maintain 90-100% of K-12 students enrolled in at least one world language	
Reduction in chronic absenteeism to ensure access to a world language class and earn a grade C or higher for UC/CSU	Currently our chronic absenteeism rate is 15%	Meet "High" or "Very High" per the LCFF Evaluation Rubrics (Rubric is still to be determined by CDE)	Maintain "High" or "Very High" per the LCFF Evaluation Rubrics (Percentage is still to be determined by CDE)	

eligibility				
Field trips focused on cultural learning such as Pow Wows, ceremonies, marches, runs, native sites etc.	Establish baseline of how many trips can be accommodated with grant funds targeted for cultural experiences	Maintain and/or improve levels of achievement	Maintain and/or improve levels of achievement	
Achievement in arts, and design courses including traditional danza Azteca and other forms of performing arts	Establish baseline of achievement in arts and design courses with end of term grades	Maintain and/or improve levels of achievement	Maintain and/or improve levels of achievement	
Achievement in physical and health education courses including traditional danza Azteca and other forms of performing arts	Establish baseline of achievement in physical and health courses with end of term grades	Maintain and/or improve levels of achievement	Maintain and/or improve levels of achievement	

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 Provide a continuum of maternal and world language options; Train all teachers to embed the curriculum with cultural, intellectual and linguistic indigenous knowledge

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

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

Location(s) All schools Specific Schools: Anahuacalmeac International University Preparatory Specific Grade spans: TK-12

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Provide a continuum of maternal and world language options; Train all teachers to embed the curriculum with cultural, intellectual and linguistic indigenous knowledge	Maintain and or improve from previous year	

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount 150,000.00	Amount 200,000.00	Amount
Source LCFF S & C Grant	Source LCFF S & C Grant	Source

Budget Reference

1000-1999 Certificated Salaries - LCFF S & C
2000-2999 Classified Salaries – LCFF S & C
3000-3999 Employee Benefits - LCFF S & C
4000-4999 Books and Supplies - LCFF S & C
5000-5999 Services and Other Operating Expenditures – LCFF S & C

Budget Reference

1000-1999 Certificated Salaries - LCFF S & C
2000-2999 Classified Salaries – LCFF S & C
3000-3999 Employee Benefits - LCFF S & C
4000-4999 Books and Supplies - LCFF S & C
5000-5999 Services and Other Operating Expenditures – LCFF S & C

Budget Reference

Train and organize parent involvement and community autonomy over curriculum, programs and resources for historically disadvantaged students (unduplicated and special needs pupils as identified by the state)

Action 2

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

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

Location(s) All schools Specific Schools: Anahuacalmecac International University Preparatory Specific Grade spans: TK-12

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Train and organize parent involvement and community autonomy over curriculum, programs and resources for historically disadvantaged students (unduplicated and special needs pupils as identified by the	Maintain and or improve from previous year	

state)

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: 50,000.00	Amount: 60,000.00	Amount:
Source: LCFF S & C Grant	Source: LCFF S & C Grant	Source:
Budget Reference: 1000-1999 Certificated Salaries - LCFF S & C 2000-2999 Classified Salaries – LCFF S & C 3000-3999 Employee Benefits - LCFF S & C 4000-4999 Books and Supplies - LCFF S & C 5000-5999 Services and Other Operating Expenditures – LCFF S & C	Budget Reference: 1000-1999 Certificated Salaries - LCFF S & C 2000-2999 Classified Salaries – LCFF S & C 3000-3999 Employee Benefits - LCFF S & C 4000-4999 Books and Supplies - LCFF S & C 5000-5999 Services and Other Operating Expenditures – LCFF S & C	Budget Reference:

Action 3

Train staff on how to create a positive school climate; Continue to improve student engagement by reducing dropout rates, absenteeism, and increase graduation rates; Increase attendance rates. Implement strategies to reduce chronic absenteeism such as: attendance recovery opportunities, increase parent communication regarding effects of absences of student learning and school budget.

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

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

Location(s) All schools Specific Schools: Anahuacalmecac International University Preparatory Specific Grade spans: TK-12

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p>Train staff on how to create a positive school climate; Continue to improve student engagement by reducing absenteeism, and increase graduation rates; Increase attendance rates. Additionally, implement strategies to reduce chronic absenteeism such as: attendance recovery opportunities, transportation to and/from school as needed, and increase parent communication regarding effects of absences of student learning and on school budget.</p>	<p>Maintain and/or improve from previous year.</p>	

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount 40,000.00	Amount 50,000.00	Amount
Source LCFF S & C Grant	Source LCFF S & C Grant	Source
Budget Reference 1000-1999 Certificated Salaries - LCFF S & C 2000-2999 Classified Salaries – LCFF S & C 3000-3999 Employee Benefits - LCFF S & C 4000-4999 Books and Supplies - LCFF S & C 5000-5999 Services and Other Operating Expenditures – LCFF S & C	Budget Reference 1000-1999 Certificated Salaries - LCFF S & C 2000-2999 Classified Salaries – LCFF S & C 3000-3999 Employee Benefits - LCFF S & C 4000-4999 Books and Supplies - LCFF S & C 5000-5999 Services and Other Operating Expenditures – LCFF S & C	Budget Reference

Action 4

Train all staff on school cultural values profile called Makuilxochitl; Educate all students and parents on school cultural values profile called Makuilxochitl; Create, administer and reflect upon surveys on the school’s mission and vision; Create and organize opportunities for volunteerism at the school to build community; Engage students in a mission guided curriculum; Celebrate with all stakeholders community building success through assemblies, meetings and public acknowledgement

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

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

Location(s) All schools Specific Schools: Anahuacalmecac International University Preparatory Specific Grade spans: TK-12

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Train all staff on school cultural values profile called Mijle (Makuilxochitl); Educate all students and parents on school cultural values profile called Mijle (Makuilxochitl); Create, administer and reflect upon surveys on the school’s mission and vision; Create and organize opportunities for volunteerism at the school to build community; Engage students in a mission guided curriculum; Celebrate with all stakeholders community building success through assemblies, meetings and public acknowledgement	Maintain and or improve from previous year	

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: 20,000.00	Amount: 30,000.00	Amount:
Source: LCFF S & C Grant	Source: LCFF S & C Grant	Source:
Budget Reference: 1000-1999 Certificated Salaries - LCFF S & C 2000-2999 Classified Salaries – LCFF S & C 3000-3999 Employee Benefits - LCFF S & C 4000-4999 Books and Supplies - LCFF S & C 5000-5999 Services and Other Operating Expenditures – LCFF S & C	Budget Reference: 1000-1999 Certificated Salaries - LCFF S & C 2000-2999 Classified Salaries – LCFF S & C 3000-3999 Employee Benefits - LCFF S & C 4000-4999 Books and Supplies - LCFF S & C 5000-5999 Services and Other Operating Expenditures – LCFF S & C	Budget Reference:

Action 5 The guidance counselor will create course schedules for students identified in the subgroups that offer all A-G curriculum/courses, and at least one world language course

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

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

Location(s) All schools Specific Schools: Anahuacalmeac International University Preparatory Specific Grade spans: TK-12

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged

The guidance counselor will create course schedules for students identified in the subgroups that offer all A-G curriculum/courses, and at least one world language course

Maintain and/or improve from previous year

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	12,505.00	Amount	36,828.00	Amount	
Source	LCFF S & C Grant	Source	LCFF S & C Grant	Source	
Budget Reference	1000-1999 Certificated Salaries - LCFF S & C 2000-2999 Classified Salaries – LCFF S & C 3000-3999 Employee Benefits - LCFF S & C 4000-4999 Books and Supplies - LCFF S & C 5000-5999 Services and Other Operating Expenditures – LCFF S & C	Budget Reference	1000-1999 Certificated Salaries - LCFF S & C 2000-2999 Classified Salaries – LCFF S & C 3000-3999 Employee Benefits - LCFF S & C 4000-4999 Books and Supplies - LCFF S & C 5000-5999 Services and Other Operating Expenditures – LCFF S & C	Budget Reference	

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

All students will access academic, cultural, and community resources aimed at strengthening student educational achievement and overall school climate.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL Preparation for College, Global Learning with Purpose, and Organic Leadership

Identified Need

Increase student access to academic, cultural, and community resources aimed at strengthening student educational achievement and overall school climate.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Pupil suspension rate	There were 4 pupils suspended so the rate was not reduced.	Achieve "High" or "Very High" per the LCFF Evaluation Rubric	Maintain "High" or "Very High" per the LCFF Evaluation Rubric	
Expulsion rate	There were zero pupil's expulsions.	Maintain "High" or "Very High" per the LCFF Evaluation Rubric	Maintain "High" or "Very High" per the LCFF Evaluation Rubric	
Other local measures of pupils, parents and teachers on the sense of safety and school connectedness by	A school-wide survey for all staff and students demonstrates there is a 100% sense of safety and school connectedness	Maintain 90-100% sense of safety and connectedness	Maintain 90-100% sense of safety and connectedness	

using a medium such as surveys, focus groups etc.				
Create and/or maintain relationships of current year with community organizations and Colleges and Universities.	Establish baseline of student access to community organizations and colleges/universities	Increase participation by one percent	Maintain and or improve by one percent	
Provide access to inquiry-based, internationally-minded college preparatory courses as Indigenous Persons; including cultural ceremonies and other community-based learning experiences.	Establish baseline student access to, interest in and participation in community-based learning experiences.	Increase participation by one percent	Maintain and or improve by one percent	
Experiential learning	Establish baseline student access to, interest in and participation in experiential experiences.	Increase participation by one percent	Increase participation by one percent.	

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

Train staff on how to create opportunities for students to access academic, cultural and community resources; Trips to nearby colleges and universities; Create and maintain relationships with community organizations; create and maintain relationships with Colleges and Universities; Train staff on how to guide students to provide community action and service; Provide access to cultural ceremonies and other community-based learning experiences; Access to standards aligned materials; Access to high quality teachers; Implementation of Common Core Standards for all students; Access to inquiry-based, internationally-minded college preparatory course of study embedded with and responsive to student needs as Indigenous Persons; Administer and analyze survey results of pupil, parent and teacher sense of safety and connectedness; Reduce pupil suspension and expulsion rates

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

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

Location(s) All schools Specific Schools: Anahuacalmecac International University Preparatory Specific Grade spans: TK-12

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Train staff on how to create opportunities for students to access academic, cultural and community resources; Trips to nearby colleges and universities; Create and maintain relationships with community organizations; create and maintain relationships with Colleges and	Maintain and or improve from previous year	

Universities; Train staff on how to guide students to provide community action and service; Provide access to cultural ceremonies and other community-based learning experiences; Access to standards aligned materials; Access to high quality teachers; Implementation of Common Core Standards for all students; Access to inquiry-based, internationally-minded college preparatory course of study embedded with and responsive to student needs as Indigenous Persons; Administer and analyze survey results of pupil, parent and teacher sense of safety and connectedness; Reduce pupil suspension and expulsion rates

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	75,000.00	Amount	75,000.00	Amount	
Source	LCFF S & C Grant	Source	LCFF S & C Grant	Source	
Budget Reference	1000-1999 Certificated Salaries - LCFF S & C 2000-2999 Classified Salaries – LCFF S & C 3000-3999 Employee Benefits - LCFF S & C 4000-4999 Books and Supplies - LCFF S & C 5000-5999 Services and Other Operating Expenditures – LCFF S & C	Budget Reference	1000-1999 Certificated Salaries - LCFF S & C 2000-2999 Classified Salaries – LCFF S & C 3000-3999 Employee Benefits - LCFF S & C 4000-4999 Books and Supplies - LCFF S & C 5000-5999 Services and Other Operating Expenditures – LCFF S & C	Budget Reference	

Teachers, parents, students and when applicable the counselor will review and document access academic, cultural, and community resources and experiences on the student individual access plan during conferences

Action **2**

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

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

Location(s) All schools Specific Schools: Anahuacalmeac International University Preparatory Specific Grade spans: TK-12

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Teachers, parents, students and when applicable the counselor will review and document access academic, cultural, and community resources and experiences on the student individual access plan during conferences	Maintain and or improve from previous year	

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount 50,000.00	Amount 50,000.00	Amount
Source LCFF S & C Grant	Source LCFF S & C Grant	Source
Budget Reference 1000-1999 Certificated Salaries - LCFF S & C 2000-2999 Classified Salaries – LCFF S & C 3000-3999 Employee Benefits - LCFF S & C 4000-4999 Books and Supplies - LCFF S & C	Budget Reference 1000-1999 Certificated Salaries - LCFF S & C 2000-2999 Classified Salaries – LCFF S & C 3000-3999 Employee Benefits - LCFF S & C 4000-4999 Books and Supplies - LCFF S & C	Budget Reference

5000-5999 Services and Other
Operating Expenditures –
LCFF S & C

5000-5999 Services and Other
Operating Expenditures – LCFF
S & C

Action 3

Develop culturally responsive alternatives to suspensions such as 1) high school students mentoring middle school students to support positive development, conflict resolution, time management, goal setting, and 2) restorative justice opportunities guided by school staff. Train staff and students on culturally responsive and restorative justice practices.

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

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

Location(s) All schools Specific Schools: Anahuacalmecac International University Preparatory Specific Grade spans: TK-12

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Develop culturally responsive alternatives to suspensions such as 1) high school students mentor middle school students to support positive development conflict resolution, time management, goal setting, and 2) restorative justice opportunities guided by school staff. Train staff and students on culturally responsive and restorative justice practices.	Maintain and/or improve from previous year	

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	50,000.00	Amount	50,000.00	Amount	
Source	LCFF S & C Grant	Source	LCFF S & C Grant	Source	
Budget Reference	1000-1999 Certificated Salaries - LCFF S & C 2000-2999 Classified Salaries – LCFF S & C 3000-3999 Employee Benefits - LCFF S & C 4000-4999 Books and Supplies - LCFF S & C 5000-5999 Services and Other Operating Expenditures – LCFF S & C	Budget Reference	1000-1999 Certificated Salaries - LCFF S & C 2000-2999 Classified Salaries – LCFF S & C 3000-3999 Employee Benefits - LCFF S & C 4000-4999 Books and Supplies - LCFF S & C 5000-5999 Services and Other Operating Expenditures – LCFF S & C	Budget Reference	

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

2017–18 2018–19 2019–20

Estimated Supplemental and Concentration Grant Funds:

\$677,505.00

Percentage to Increase or Improve
Services:

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](#)).

- Addition or reassignment of personnel in alignment with increased or improved actions/services
 - Paraeducator(s) that provide small group or one to one services to Special Education students
 - AP/A-G class sizes of 15 or less as needed
 - Parent/Student Activities Coordinator
 - Full time school psychologist
- Computers and textbooks
- Training

Local Control and Accountability Plan and Annual Update Template Instructions

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

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

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

Plan Summary

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

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

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

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

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

Budget Summary

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

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

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

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

Stakeholder Engagement

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

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

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

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

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

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

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

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

Priority 2: Implementation of State Standards addresses:

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

Priority 3: Parental Involvement addresses:

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

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

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

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

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

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

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

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

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

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

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

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

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

Local Priorities address:

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

Guiding Questions: Goals, Actions, and Services

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