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)

[California School Dashboard:]() 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	Contact Name and Title	Email and Phone
Unity Middle College High	Erin Craig, Ed.D. Executive Director	ecraig@unitymchs.org 714-473-0723

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

Unity Middle College High School is an independent charter school authorized through Orange County Department of Education located in the city of Orange. Unity opened in Fall 2017 and currently serves 84 students in grades 9, 10, and 11. Our goal is to provide all students with the supports they need to graduate with a high school diploma and college credits, up to and including an Associate's degree. We strive to remove the financial, academic and psychological hurdles that prevent students from entering and succeeding in college. Our goal as a school is to provide explicit structures and systems of support for students to graduate from Unity MCHS having already experienced college success. Currently, 50% of students are living in the city of Orange, with the remaining 50% living across Orange County. 60% of Unity students are female and 40% are male, 60% of the students qualifying for either free or reduced lunch, and 20% of Unity students qualify for special education services.

LCAP Highlights

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

The three critical and distinct areas included in last year's and the current year's LCAP are:

1. Students and staff will work in a healthy, safe, and collaborative environment that supports learning for all stakeholders.

2. Increase the percentage of students that have passed 2 of more college courses with a C or higher.

3. Students will have equitable access to a high-quality curricular and instructional program designed to lead to post-secondary success

In addition to the above goals, Unity added another distinct area in this year's LCAP:

4. Increase the percentage of diverse parents attending and graduating from Unity Middle College's Parent Education Program.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, 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

As this was the second year of Unity's operation, the improvement to the facility and learning environment was the greatest need and progress of the school. In the founding year, Unity operated on a shared campus with classrooms built each week out of partitions. In summer 2019, Unity moved and completed a tenant improvement project in the long term facility at 1937 West Chapman Avenue. The completion of these improvements supported students to have a clean, new secure learning environment with air conditioning, heating, and adequate lighting to optimize student learning.

Referring to the California School Dashboard, 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

The greatest needs for Unity is to increase student performance on both math and English, but more specifically in math. After implementing internal benchmark exams across all grade levels and the smarter CAASP to the 11th grade class, math performance is the greatest area of need. To address this area, Unity will be increasing the math specific professional development, and hire another math teacher. Moreover, Unity purchase and implement a national benchmark system for both English and math to further assess, analyze and act on student learning formatively.

Referring to the California School Dashboard, 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

Unity does not have data on the CA School Dashboard yet so performance gaps cannot be addressed yet.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

NA

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

NA

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

NA

Annual Update

LCAP Year Reviewed: 2017-20

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

Goal 1

Students and staff will work in a healthy, safe, and collaborative environment that supports learning for all stakeholders

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 3, 5, 6

Expected	Actual
25% of instructional spaces in good repair	100% of instructional spaces in good repair
75% of instructional space exclusive to Unity MCHS instructional program	100% of instructional space exclusive to Unity MCHS instructional program
5 modalities of parental input	6 modalities of parental input: phone calls, email, parent education input activities, school site council meetings, surveys, individual meetings
30% of parents attending/ responding to input requests	35% of parents attending/responding to input requests
95.5% average daily attendance	91% average daily attendance
<5% high school drop out rate	0% high school dropout rate
NA high school graduation rate	NA high school graduation rates

80% of students, parents and teachers feel a sense of safety and school connectedness 80% of parents or guardians are aware of SCC skill-building and certificate programs	75% of students, parents and teachers feel a sense of safety and school connectedness. 60% of parents or guardians are aware of SCC skill-building and certificate programs

Local Priorities: NA

Annual Measurable Outcomes

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
- Unity-exclusive instructional space - Permanent Classrooms - ParentSquare Communication Tool - Monthly Bilingual Parent Meetings - Illuminate SIS tools - Unity student ambassador program - Research based surveys - SCC skill-building and certificate programs available at school site	- Unity-exclusive instructional space - Permanent Classrooms - ParentSquare Communication Tool - Monthly Bilingual Parent Meetings - Illuminate SIS tools - Unity student ambassador program - Research based inquiry with UC Irvine School of Education - Monthly professional development of student data stories	191,746 LCFF money	**$112,562.75** LCFF Base 4700 Food- $16.95 5300 Dues and memberships- $1,299.00 5610 Rent- $94,860.00 Title I 5800 Professional/ Consulting Services

			and Operating Expenditures- $8,000.00
			Tittle II
			5220 Travel/ Conferences- $7,909.57
			5600 Rentals, Leases, Repairs, and Non-Capitalized Improvements- $323.25
			5840 Professional Development- $153.98

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.

To ensure Unity students and staff learn and work in a safe, healthy and collaborative environment, all stakeholders must be integrated into the actions and services. Ongoing and varied methods of parent communication and input have been critical to further develop and increase family ownership and student learning. Additionally, the physical improvements of the new location have greatly impacted both student and staff morale and focus as it relates to learning and creating a positive community. In the previous year, Unity had a small group of parents who were highly involved, but shared

leadership did not exist across the parent community at the school. In 2018-19 Unity increased the frequency of parent communication and methods to reach more families in a way that works for their lifestyle.

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

Overall, Unity was effective in the actions and services to reach the goal but addressing both the physical improvements and learning environment, as well as learning experiences within the classroom.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Differences include more detail based on LCFF and specific federal funding that is explicitly aligned to the budget for 2018-19

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

No changes

Goal 2

Increase the percentage of students that have passed 2 or more college courses with a C or higher.

State and/or Local Priorities addressed by this goal:

State Priorities: 4, 7 & 8

Local Priorities: NA

Annual Measurable Outcomes

Expected	Actual
68% of all students will qualify for dual enrollment	65% of all students will qualify for dual enrollment
65% of students will take dual enrollment	60% of students will take dual enrollment
82% of EL students will qualify for dual enrollment	50% of EL students will qualify for dual enrollment
82% of EL students will take dual enrollment	50% of EL students will take dual enrollment
40% of SWD will qualify for dual enrollment	45% of SWD will qualify for dual enrollment
40% of SWD will take dual enrollment	45% of SWD will take dual enrollment
58% of low-SES students that qualify for dual enrollment	67% of low-SES students that qualify for dual enrollment
58% of low- SES students that take dual enrollment	58% of low- SES students that take dual enrollment
NA% of FY students that qualify for dual enrollment	NA% of FY students that qualify for dual enrollment
NA% FY students that take dual enrollment	NA% FY students that take dual enrollment
65% of ALL students that pass 1 or more college course	50% of ALL students that pass 1 or more college course
40% of EL students that pass 1 or more college course	30% of EL students that pass 1 or more college course
36% of SWD that pass 1 or more college course	30% SWD that pass 1 or more college course
58% of low- SES students that pass 1 or more college course	51% of low- SES students that pass 1 or more college course
NA% of FY students that pass 1 or more college course	NA% of FY students that pass 1 or more college course

40% of ALL students that pass 2 or more college courses	22% of ALL students that pass 2 or more college courses
25% of EL students that pass 2 or more college courses	0.5% of EL students that pass 2 or more college courses
15% of SWD that pass 2 or more college courses	10% of SWD that pass 2 or more college courses
36% of low- SES students that pass 2 or more college courses	27% of low- SES students that pass 2 or more college courses
NA% of FY students that pass 2 or more college courses	NA% of FY students that pass 2 or more college courses

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
-Academic Seminar course - Resource specialist -Parent meetings about dual enrollment - GLS classes -Weekly grade checks -Family intervention meetings -Benchmark qualification checks -Tutoring -Offering on-site SCC courses -Access to all SCC courses for all students - all students can take all courses -Data-sharing MOU agreement	-Academic Seminar course - Resource specialist increased hours and services - Special education increased hours and services -Parent meetings about dual enrollment -Weekly grade checks -Family intervention meetings -Benchmark qualification checks for academic grades, attendance, and executive functioning -Implementation of POWER HOUR for after school tutoring -Access to all SCC courses for all students -all students can take all courses -Data-sharing MOU agreement	78,443 from LCCF	**$64,066.39** LCFF Base 5310 Licenses and Fees- $464.00 5930 Printing and Copying- $481.64 5916 Website Development and Maintenance- $4,982.00 5800 Professional/

	- UC Irvine field study student support - SCC counselor and Unity family meetings		Consulting Services and Operating Expenditures- $2,694.00 Title I 5800 Professional/ Consulting Services and Operating Expenditures- $8,000.00 (Duplicate Expenditure; 1st Reference in Goal 1, Action 1) SPED 2100 Classified Instructional Salaries- $29,338.75 5800 Professional/ Consulting Services and Operating Expenditures- $18,106.00

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

To increase the number and percentage of Unity students who qualify, enroll and succeed in college courses at SCC, Unity addresses academic readiness multiple times throughout each semester, holds parent community meetings, and develops a personalized student academic plan for each student with the student, parent, and Unity administrator. The cycle of student readiness checking happens each semester during progress report 1, progress report 2, and final grades.

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

Unity increased student access, enrollment, and success in SCC courses across diverse student populations, but has room to grow as it relates to appropriate course sequences. For example, a larger percentage of students have qualified to take college courses each semester in 2018-19 and wanted to enroll in multiple courses, showing a strong high school record. Unity has found that in 9th and 10th grade, students should generally take no more than one college course at a time, which can increase into 11th and 12th grade year. Another action that has been effective is creating an academic seminar specifically geared to serve students with learning differences. Students with disabilities taking SCC courses (and not taking SCC courses), have the opportunity to get more individualized support in this academic seminar with the special education aid.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Differences include more detail based on LCFF funding and specific categorical federal funding that is explicitly aligned to the budget for 2018-19.

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.

Added the following actions:

- UC Irvine field study student support

- SCC counselor and Unity family meetings

- Increased resources specialist and special education aid hours

Goal 3

Students will have equitable access to a high-quality curricular and instructional program designed to lead to post-secondary success

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 5, 7, 8

Local Priorities: NA

Annual Measurable Outcomes

Expected	Actual
100% of teachers in NCLB- compliance	100% of teachers in NCLB- compliance
100% of students with access to Sufficient instructional materials	100% of students with access to Sufficient instructional materials
100%of students with access to CCSS & NGSS compliant courses	100%of students with access to CCSS & NGSS compliant courses
100% of students with access to all levels of A-G coursework	100% of students with access to all levels of A-G coursework
NA% EL reclassification rate	NA% of EL students were reclassified
NA% of graduates meeting A-G requirements	NA% of graduates meeting A-G requirements
63% of students enrolled in HS and/or SCC electives of interest	60% of students enrolled in HS and/or SCC electives of interest

25% of upperclassmen with internship experience	25% of upperclassmen with internship experience
90% Pass rates across all subject areas	90% Pass rates across all subject areas
NA% high school graduation rate	NA% high school graduation rate

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
- SCC 2 year plans - NCLB complaint teachers hired - Use of OER to support A-G compliant curriculum - Integrated EL supports in all courses - Full inclusion of special education - Weekly grade checks - Intervention program - Student HS educational plans - Credit recovery classes - Professional development on differentiation for student groups - Academic seminar courses - Creation and innovation lab courses	- SCC 2 year plans - NCLB complaint teachers hired - Use of OER to support A-G compliant curriculum - Integrated EL supports in all courses - Full inclusion of special education - Weekly grade checks - Intervention program - Student HS educational plans - Credit recovery classes - Professional development on differentiation for student groups - Academic seminar courses - Creation and innovation lab courses - Creation and innovation lab quarterly showcases	52,500 from LCFF 1100 and 5800	**$299,858.40** LCFF Base 1100 Certified Teachers' Salaries- $212,647.09 3101 STRS- $47,924.48 4200 Books and Other Reference Materials- $256.30 4300 Materials and Supplies- $4,721.39 4302- Classroom Supplies- $212.37 5800 Professional/ Consulting Services and Operating Expenditures-

- Internships for upper classman	- Adulting and career days - Internship exploration for upper classman		$2,694.00 (Duplicate Expenditure; 1st Referenced in Action 2, Goal 1) 5911 Recruitment Advertising-$4,909.97 Tittle II 5220 Travel/ Conferences-$7,909.57 (Duplicate Expenditure; 1st Referenced in Action 1, Goal 1) 5600 Rentals, Leases, Repairs, and Non-Capitalized Improvements-$323.25 (Duplicate Expenditure; 1st Referenced in Action 1, Goal 1) 5840 Professional Development-$153.98 (Duplicate Expenditure; 1st Referenced in Action 1, Goal 1) SPED 5800 Professional/ Consulting Services and Operating

			Expenditures-$18,106.00 (Duplicate Expenditure; 1st Referenced in Action 2, Goal 1)

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.

To ensure all student have equitable access to a high quality high school and college program at Unity, the implementation of quality instruction, appropriate curriculum and materials, and differentiated support are critical. The diverse students at Unity require different supports and learning experiences to meet their academic needs as well as learning style. Unity teachers collaboratively plan content and analyze student learning to ensure each individual student is learning at the level to best further their development.

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

Appropriate common core curriculum and differentiation of instructional content have been effective for all Unity students. Additionally regular two hour professional development focused on low-income and EL students has been support each student from diverse student populations.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Differences include approximately six times the amount of funding, more detail based on LCFF and specific federal funding that is explicitly aligned to the budget for 2018-19

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.

Actions added:

Creation and innovation lab courses

- Creation and innovation lab quarterly showcases

- Adulting and career days

Stakeholder Engagement

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?

UNITY MCHS consulted with the leadership, instructional and classified staff at least once per academic quarter through in person meetings, surveys, WASC work, and data analysis. To reach the parents, Unity first collected information in each family's home langge on the method of communication that works best for them. Parent surveys were distributed to parents in the communication method of their choice twice a year. Addtionally, parents education sessions were held in English and Spanish to discuse the current LCAP, analyze strengths and weakness, and to develop the fourth goal. Individual phone calls were made to each parent for these meetings to ensure all parenst of unduplicated pupils and all parents in general were being reached. After the fourth goal was created, it was then shared with families and students. The LCAP was presented to the Board in June 2019 and was approved before June 30, 2019.

Impact on LCAP and Annual Update

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

The parent and student surveys, LCAP analysis and input meetings, and refinement, helped further understand what our baseline numbers were in year one as well as create our fourth goal for the LCAP regarding increased parent participation. Finding out the method of communication that best works for each parent as well as sending out weekly

Monday Morning Memos to families increased the ongoing communication and dialogue between Unity families and our team.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of instructional spaces in good repair			100% of instructional spaces in good repair	100% of instructional spaces in good repair (addition of three classrooms)
Percentage of instructional space exclusive to Unity MCHS instructional program			100% of instructional space exclusive to Unity MCHS instructional program	100% of instructional space exclusive to Unity MCHS instructional program
Number of modalities of parental input			6 modalities of parental input: phone calls, email, parent education input activities, school site council meetings, surveys, individual meetings	6 modalities of parental input: phone calls, email, parent education input activities, school site council meetings, surveys, individual meetings
Percentage of parents attending/responding to input requests			35% of parents attending/responding to input requests	5-% of parents attending/responding to input requests
Percentage of average daily attendance			91% average daily attendance	94% average daily attendance
Percentage of high school drop out rate			0% high school drop out rate	0% high school drop out rate
Percentage of high school graduation rates			NA high school graduation rates	95% high school graduation rates

Percentage of students, parents and teachers feel a sense of safety and school connectedness.			75% of students, parents and teachers feel a sense of safety and school connectedness.	80% of students, parents and teachers feel a sense of safety and school connectedness.
60% of parents or guardians are aware of SCC skill-building and certificate programs			60% of parents or guardians are aware of SCC skill-building and certificate programs	70% of parents or guardians are aware of SCC skill-building and certificate programs

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.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 1

Students and staff will work in a healthy, safe, and collaborative environment that supports learning for all stakeholders

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 3, 5, 6

Local Priorities: NA

Identified Need:

Unity was in a temporary facility in year one with only shared space.

Expected Annual Measurable Outcomes

Planned Actions / Services

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

Action   1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All

<div align="center">OR</div>

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
	New	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
[Describe the 2017-18 action/service here]	-Academic Seminar course - Resource specialist increased hours and services - Special education increased hours and services -Parent meetings about dual enrollment -Weekly grade checks -Family intervention meetings -Benchmark qualification checks for academic grades, attendance, and executive functioning -Implementation of POWER HOUR for after school tutoring -Access to all SCC courses for all students -all students can take all courses -Data-sharing MOU agreement - UC Irvine field study student support - SCC counselor and Unity family meetings	-Academic Seminar course - Resource specialist increased hours and services - Special education increased hours and services -Parent meetings about dual enrollment -Weekly grade checks -Family intervention meetings -Benchmark qualification checks for academic grades, attendance, and executive functioning -Implementation of POWER HOUR for after school tutoring -Access to all SCC courses for all students -all students can take all courses -Data-sharing MOU agreement - UC Irvine field study student support - SCC counselor and Unity family meetings

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			**$75,903.00**
Source			LCFF Base- $27,226.00; LCFF S&C; Title I; SPED
Budget Reference			2200 Classified Support Salaries- $36,960.00 (SPED)
			4100 Approved Textbooks and Core Curricula Materials- $20,000 (LCFF Base)
			5220 Conferences, Conventions and Meetings- $4,226.00 (LCFF Base)
			5310 Licenses and Fees- $3,217.00 (LCFF S&C)
			5800 Professional/ Consulting Services and Operating Expenditures- $3,000.00 (LCFF Base)
			5800 Professional/ Consulting Services and Operating Expenditures- $8,500.00 (Title I)

Select from New Goal, Modified Goal, or Unchanged Goal)

Goal 2

Increase the percentage of students that have passed 2 or more college courses with a C or higher.

State and/or Local Priorities addressed by this goal:

State Priorities: 4, 7, 8

Local Priorities: NA

Identified Need:

The college and career readiness index includes dual enrollment as one of the metrics to show college and career readiness. An at risk or underserved high school student's success in a dual enrollment course, likely leads to taking and passing more college courses before graduating from high school. Unity continues to focus on increasing the number of all and unduplicated pupil subgroups' success in taking and passing two or more college courses prior to high school graduation.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of all students will qualify for dual enrollment			65% of all students will qualify for dual enrollment	70% of all students will qualify for dual enrollment

Percentage of students will take dual enrollment			**68% of all students will qualify for dual enrollment**	**70% of all students will qualify for dual enrollment**
Percentage of EL students will qualify for dual enrollment			**65% of students will take dual enrollment**	**67% of students will take dual enrollment**
Percentage of EL students will take dual enrollment			**82% of EL students will qualify for dual enrollment**	**75% of EL students will qualify for dual enrollment**
Percentage of SWD will qualify for dual enrollment			**82% of EL students will take dual enrollment**	**75% of EL students will take dual enrollment**
Percentage of SWD will take dual enrollment			**40% of SWD will qualify for dual enrollment**	**50% of SWD will qualify for dual enrollment**
Percentage of low-SES students that qualify for dual enrollment			**40% of SWD will take dual enrollment**	**50% of SWD will take dual enrollment**
Percentage of low-SES students that take dual enrollment			**58% of low-SES students that qualify for dual enrollment**	**60% of low-SES students that qualify for dual enrollment**
Percentage of FY students that qualify for dual enrollment			**58% of low- SES students that take dual enrollment**	**60% of low- SES students that take dual enrollment**
Percentage FY students that take dual enrollment			**NA% of FY students that qualify for dual enrollment**	**NA% of FY students that qualify for dual enrollment**

Planned Actions / Services

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

Action   2

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
	New	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
	-Academic Seminar course - Resource specialist increased hours and services - Special education increased hours and services	-Academic Seminar course - Resource specialist increased hours and services

-Parent meetings about dual enrollment	- Special education increased hours and services
-Weekly grade checks	-Parent meetings about dual enrollment
-Family intervention meetings	-Weekly grade checks
-Benchmark qualification checks for academic grades, attendance, and executive functioning	-Family intervention meetings
-Implementation of POWER HOUR for after school tutoring	-Benchmark qualification checks for academic grades, attendance, and executive functioning
-Access to all SCC courses for all students -all students can take all courses	-Implementation of POWER HOUR for after school tutoring
-Data-sharing MOU agreement	-Access to all SCC courses for all students - all students can take all courses
- UC Irvine field study student support	-Data-sharing MOU agreement
- SCC counselor and Unity family meetings	- UC Irvine field study student support
	- SCC counselor and Unity family meetings
	- College tours across California
	- Senior seminar for graduating class of 2020

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			**$80,053.00**
Source			LCFF Base- $31,376.00; LCFF S&C; Title I; SPED
Budget Reference			2200 Classified Support Salaries- $36,960.00 (SPED) (Duplicate Expenditure; 1st Referenced in Goal 1, Action1)

			4100 Approved Textbooks and Core Curricula Materials- $20,000 (LCFF Base) (Duplicate Expenditure; 1st Referenced in Goal 1, Action1)
			5220 Conferences, Conventions and Meetings- $4,226.00 (LCFF Base) (Duplicate Expenditure; 1st Referenced in Goal 1, Action1)
			5310 Licenses and Fees- $3,217.00 (LCFF S&C) (Duplicate Expenditure; 1st Referenced in Goal 1, Action1)
			5800 Professional/ Consulting Services and Operating Expenditures- $3,000.00 (LCFF Base) (Duplicate Expenditure; 1st Referenced in Goal 1, Action1)
			5800 Professional/ Consulting Services and Operating Expenditures- $8,500.00 (Title I) (Duplicate Expenditure; 1st Referenced in Goal 1, Action1)
			5843 Student Field Trips- $4,150.00 (LCFF Base)

Select from New Goal, Modified Goal, or Unchanged Goal)

Goal 3

Students will have equitable access to a high-quality curricular and instructional program designed to lead to post-secondary success

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 5, 7, 8

Local Priorities: NA

Identified Need:

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of teachers in NCLB- compliance			100% of teachers in NCLB-compliance	100% of teachers in NCLB- compliance
Percentage of students with access to Sufficient instructional materials			100% of students with access to Sufficient instructional materials	100% of students with access to Sufficient instructional materials
Percentage of students with access to CCSS & NGSS compliant courses			100%of students with access to CCSS & NGSS compliant courses	100%of students with access to CCSS & NGSS compliant courses

Percentage of students with access to all levels of A-G coursework			100% of students with access to all levels of A-G coursework	100% of students with access to all levels of A-G coursework
EL reclassification rate			NA% reclassification rate	NA% reclassification rate
Percentage of graduates meeting A-G requirements			NA% of graduates meeting A-G requirements	NA% of graduates meeting A-G requirements
Percentage of students enrolled in HS and/or SCC electives of interest			63% of students enrolled in HS and/or SCC electives of interest	80% of students enrolled in HS and/or SCC electives of interest

Unity MCHS strives to provide a high-quality high school program that will prepare all learners for post-secondary success regardless of participation in our dual enrollment program. Since not all students participate in college, Unity ensures that no matter the student's skill level or educational goals, they have access and experience a high quality instructional program for the high school setting.

Expected Annual Measurable Outcomes

Planned Actions / Services

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

Action 3

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

Students to be Served: **Location(s):**

(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All

<div align="center">

OR

</div>

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

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
	New	[Add 2019-20 selection here]

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
[Describe the 2017-18 action/service here]	- SCC 2 year plans - NCLB complaint teachers hired - Use of OER to support A-G compliant curriculum - Integrated EL supports in all courses - Full inclusion of special education - Weekly grade checks - Intervention program - Student HS educational plans - Credit recovery classes - Professional development on differentiation for student groups	- SCC 2 year plans - NCLB complaint teachers hired - Use of OER to support A-G compliant curriculum - Integrated EL supports in all courses - Full inclusion of special education - Weekly grade checks - Intervention program - Student HS educational plans - Credit recovery classes - Professional development on differentiation for student groups

	- Academic seminar courses - Creation and innovation lab courses - Creation and innovation lab quarterly showcases - Adulting and career days	- Academic seminar courses - Creation and innovation lab courses - Creation and innovation lab quarterly showcases - Adulting and career days - Senior seminar course - Post-secondary planning and application completion

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			**$664,118.00**
Source			LCFF Base- $586,745.00; LCFF S&C; Title II; SPED
Budget Reference			1100 Certified Teachers' Salaries- $467,011 (LCFF Base) 3101 STRS- $90,892.00 (LCFF Base) 4100 Approved Textbooks and Core Curricula Materials- $20,000 (Duplicate Expenditure; 1st Referenced in Goal 1, Action1) (LCFF Base) 4200 Books and Other Reference Materials- $46,500.00 (LCFF S&C) 4300 Materials and Supplies- $3,486.00 (LCFF Base)

			4302- Classroom Supplies- $415.00 (LCFF Base)
			5800 Professional/ Consulting Services and Operating Expenditures- $3,000 (Duplicate Expenditure; 1st Referenced in Goal 1, Action 1) (LCFF Base)
			5800 Professional/ Consulting Services and Operating Expenditures- $20,000 (SPED)
			5840 Professional Development- $10,873 (Title II)
			5911 Recruitment Advertising- $1,941.00 (LCFF Base)

Select from New Goal, Modified Goal, or Unchanged Goal)

New Goal

Goal 4

Increase the quantity and percentage of diverse parents who participate in Unity's monthly parent education program

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 4, 5

Identified Need:

In 2018-19, Unity has seen an increase in parent involvement and leadership positions. To further expand involvement and leadership roles, Unity will focus on formalizing the monthly parent education program, increasing attendance, knowledge, and community with parents campus wide and with students in all grades.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of new parents of unduplicated pupils attending new parent orientation				75%
Percentage of parents with unduplicated pupils attending monthly parent education sessions				60%
Percentage of parents of unduplicated				60%

pupils attending at least 75**% of parent education sessions**				
Number of parents involved in formal parent organization				25

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 4

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All

<div align="center">OR</div>

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
		New

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
		- Offer parent education sessions in morning and evening - Video record, translate, and virtually post parent education sessions - Create incentives for parents to attend at least 75% of the parent education sessions - Create a formal parent organization for Unity - Recruit parents of unduplicated pupils to participate in parent organization - Hold a parent end of year graduation for those who attended the majority

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			$5,627.00

Source			LCFF Base- $5,427; LCFF S&C
Budget Reference			4300 Materials and Supplies- $3,486.00 (Duplicate Expenditure; 1st Referenced in Goal 3, Action1) (LCFF Base)
			5911 Recruitment Advertising- $1,941.00 (Duplicate Expenditure; 1st Referenced in Goal 3, Action1) (LCFF Base)
			5911 Recruitment Advertising- $200 (LCFF S&C)

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$ 121,222	10.89 %

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).

Services provided for unduplicated pupils were increased by over 10.89% identified above in the following ways.

Increasing the quality and diversity of the educational program for all Unity students - 4200 Books and Other Reference Materials- $46,500.00, 1100 Certified Teachers' Salaries- $467,011 (LCFF S&C)

- Integrated EL supports in all courses
- Full inclusion of special education
- Weekly grade checks
- Intervention program
- Increased instructional staff

Improving the parent involvement and participation through a parent education program - **$5,627.00**

- Offer parent education sessions in morning and evening
- Video record, translate, and virtually post parent education sessions
- Create incentives for parents to attend at least 75% of the parent education sessions
- Create a formal parent organization for Unity
- Recruit parents of unduplicated pupils to participate in parent organization
- Hold a parent end of the year graduation ceremony

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

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, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter 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 California School Dashboard 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 California School Dashboard means the California School Dashboard adopted by the State Board of Education under *EC* Section 52064.5.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.

- **Support for Identified Schools:** Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. 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 California School Dashboard, 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 California School Dashboard, 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, enter 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, enter 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

List the state and/or local priorities addressed by the goal. 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 California School Dashboard, 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 included as contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services included

as 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 entering "All", "Students with Disabilities", or "Specific Student Group(s)". If "Specific Student Group(s)" is entered, 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 identify "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "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 entering "Specific Schools" and identifying 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 the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."

- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".

- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

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 enter "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 entering "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:

- Enter "New Action" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.

- Enter "Modified Action" 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.
- Enter "Unchanged Action" 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 enter "Unchanged Action" 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 enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections 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 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;
   C. The percentage of English learner pupils who make progress toward English proficiency as measured by the English

Language Proficiency Assessments for California (ELPAC);
D. The English learner reclassification rate;
E. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
F. 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 K-8 students who were absent 10 percent or more of the school days excluding students who were:

(A) enrolled less than 31 days

(B) enrolled at least 31 days but did not attend at least one day

(C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:

(i) are enrolled in a Non-Public School

(ii) receive instruction through a home or hospital instructional setting

(iii) are attending a community college full-time.

(2) The number of students who meet the enrollment requirements.

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

(b) "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).

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

(1) For a 4-Year Cohort Graduation Rate:

(A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.

(B) The total number of students in the cohort.

(C) Divide (1) by (2).

(2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:

(A) The number of students who either graduated as grade 11 students or who earned any of the following:

(i) a regular high school diploma

(ii) a High School Equivalency Certificate

(iii) an adult education diploma

(iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.

(B) The number of students in the DASS graduation cohort.

(C) Divide (1) by (2).

(d) "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).

(e) "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?

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