

2019-20

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[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
Mission Academy	Dr. Chrisine Kasitz Principal	ckasitz@learn4life.org (805) 527-7744

2017-20 Plan Summary

The Story

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

Mission Academy is an online public charter that serves a diverse student community with the mission of engaging students in learning, who are no longer enrolled in a traditional classroom program, or who prefer a personalized learning education in an alternative setting. Our goal is to successfully prepare students for work or college-readiness through our integrated and personalized program of job readiness coursework and standards-based curriculum. Some students need the flexibility of an independent student model to meet family obligations, such as work or child care needs. The school offers alternative choices through independent study and distance learning to enable students to acquire the knowledge necessary to make a difference in their lives.

The schools a diverse student population which is 35% Hispanic, 32% White, 7% African American, and 2% Asian. The school provides a student-centered environment in which all students are held to high academic and behavioral standards. The school also emphasizes increased parental involvement, more one-on-one teacher and student interaction, student-driven participation in the learning process, technology access, varied learning environments, and choices in curriculum programs. Through a personalized learning approach to education, the school strives to develop students who are competent, self-motivated, life-long learners.

LCAP Highlights

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

The Local Control Accountability Plan (LCAP) provides funds for helping high needs students with socio-emotional support, academic interventions, counselling and student activities. Students have access to a robust tutoring program that supports their learning. Targeted academic interventions

help close skill and knowledge gaps ensuring that students become competent graduates. The following LCAP Goals support our low income, English Language learners and foster youth:

Goal #1: Increase student retention.

Goal #2: Increase credit completion.

Goal #3: Increase students' proficiency in online learning.

Goal #4: Increase student career-readiness.

Goal #5: Increase stakeholder engagement.

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

We are a Dashboard Alternative Status School and this is the first year for the school in operation. We will not be receiving a CA dashboard report until fall of 2019. We will include an analysis of our results in the next LCAP.

We have developed an internal data collection system that aligns with the 8 state priorities and our LCAP goals. The school data demonstrates that we have grown in the following areas:

- We currently have 301 students in the program and 100% of them have access and support for to the CA Standards-based curriculum.
- Our retention rate is high at 93% as a result of our staff and teacher interventions.
- We have 3 students that are about to graduate and the numbers will grow through the year.
- Our dropout rate is way below the state average and is only 7%. Our faculty works to build relationships and connections so that students succeed.
- Results from the school survey demonstrated that students feel supported in the program.

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

Although the school is new and we will not receive results from the California School Dashboard until next fall, our internal data collection and reporting system uses metrics that are aligned with state indicators and local performance indicators. We regularly monitor and evaluate our identified outcomes, so that we can make program adjustments in areas that require improvement. The school data demonstrates that we will need to take additional action in the following areas:

- Our attendance rate is 66% which is below our expectation of 85%. We have a highly mobile population, so to address this we will make sure that students have more buy-in to the incentive programs that connect them to school.
- Although our credit completion is by just 1.8, we expect credit completion to continually improve. One step we could take is to build on our incentive program. We will work to increase the interest and participation of students in field trips, activities, sports and events at school, so that they feel part of a high performing learning community.
- We would like to add a career readiness course and increase participation in the Career Technology Education program.
- We would like to increase our course completion rate. The continues to collaborate around what might be helpful to realize improvement.

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

This section will be completed when the Dashboard is released to the school in the fall of 2019.

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.

Mission Academy is not identified for program improvement.

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.

Mission Academy is not identified for program improvement.

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.

Mission Academy is not identified for program improvement.

Annual Update

LCAP Year Reviewed: 2018-19

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

Increase student retention.

State and/or Local Priorities addressed by this goal:

- State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected

- * Retention rate (Priority 5 – local)
- * Attendance rate (Priority 5)
- * Dropout rate (Priority 5)
- * Suspension rate (Priority 6)
- * Expulsion rate (Priority 6)
- * Facilities Inspection Results (Priority 1)

Actual

Below are the results for the school as of 3rd quarter:

Goal #1 Metrics	2018-2019	Progress
Retention Rate w/ return to district - Priority #5 (Pupil Engagement)	93%	Met
Attendance Rate 85% - Priority #5	66%	Below
Dropout Rate - Priority #5	7%	Met
Suspension Rate - Priority #6 (School Climate: Engagement)	Suspensions: 1	Met
Expulsion Rate- Priority #6	Expulsions: 0	Met
School Facilities - Priority #1 (Basic: Conditions for Learning)	Exemplary	Met

Expected

Actual

18-19

- Retention rate will increase (Priority 5 - local)
- Attendance rate will be 85% or higher (Priority 5)
- Dropout rate will decrease (Priority 5)
- Suspension rate will be low (Priority 6)
- Expulsion rate will be low (Priority 6)

Baseline

Baseline is determined annually.

Goal #1 Metrics	2018
Retention Rate w/ return to district - Priority #5 (Pupil Engagement)	93%
Attendance Rate 85% - Priority #5	66%
Dropout Rate - Priority #5	7%
Suspension Rate - Priority #6 (School Climate: Engagement)	Suspensions: 1 Expulsions: 0
Expulsion Rate - Priority #6	
School Facilities - Priority #1 (Basic: Conditions for Learning)	Exemplary

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

These actions are principally directed towards meeting

Actual
Actions/Services

These actions are principally directed towards meeting the needs of the unduplicated student

Budgeted
Expenditures

Classified Salaries & Benefits
LCFF \$32,614.00

Estimated Actual
Expenditures

Classified Salaries & Benefits
\$16,500

the needs of the unduplicated student population because in our experience these students have the greatest risk for poor attendance which leads to loss of credit. The actions & services listed below will result in improved expected outcomes listed above for all students and in particular the unduplicated student population:

- Increase instructional access through addition staff services, tutors, etc.
- Student Retention Services personnel will provide intervention.
- Increase academic and social/emotional support services through additional counseling staff.
- Establish an integrated intervention/incentive system.

population, because in our experience, these students have the greatest risk for poor attendance which leads to the loss of credit. The actions and services listed below will result in improved expected outcomes listed above for all students and in particular the unduplicated student population.

- Increase academic and social/emotional support services for low income, foster youth, and English Learners:to s
- Virtual tutors are available tudents during school and off hours.
- The SRS has provided assistance to students who have had difficulties attending school.
- Counselors have been available at every center to assist students.
- A variety of incentives were employed.

Certificated Salaries & Benefits
\$5,384

Materials, Hardware, Software
\$15,378

Certificated Salaries & Benefits
LCFF \$11,511.00

Materials, Hardware, Software
LCFF \$4,796.00

Action 2

Planned
Actions/Services

Provide an intervention and support program for English Learners and Redesignated FEP:

Actual
Actions/Services

Provide an intervention and support program for English Learners and RFEF students:

Budgeted
Expenditures

Professional Development
LCFF \$9,592.00

Materials, Hardware, Software
LCFF \$4,796.00

Estimated Actual
Expenditures

Professional Services and Development \$2,075

Materials, Hardware, Software
\$2,162

<p>Provide professional development for certificated and classified staff to implement intervention program for EL/RFEP.</p> <p>Purchase materials, hardware and software for EL intervention program</p> <p>SGI/HQ teachers for EL, ELA, mathematics.</p>	<p>Many modes of professional development have been used to support students. PLCs use data to discuss next steps with subgroup students.</p> <p>ELD curriculum is modified for the program..</p> <p>Small group instruction has started to be implemented in EL, ELA and Math.</p>	<p>Certificated Salaries & Benefits LCFF \$32,614.00</p>	<p>Certificated Salaries & Benefits \$15,256</p>
<p>Action 3</p>			
<p>Planned Actions/Services</p>	<p>Actual Actions/Services</p>	<p>Budgeted Expenditures</p>	<p>Estimated Actual Expenditures</p>
<p>Provide an effective educational program:</p> <p>The foundation of an effective educational program is Highly Qualified Teaching staff.</p> <p>Support staff is required to maintain an effective educational program.</p> <p>A standards-based curriculum in all required areas of study is essential to maintain an effective educational program.</p> <p>Professional development for certificated and classified staff through conferences, training,, workshops or Professional Learning Communities models.</p>	<p>Provide an effective educational program for all students:</p> <p>Certificated teachers employ a variety of techniques to reach students.</p> <p>The staff has provided assistance to students who have had difficulties attending school.</p> <p>All students are provided standards-aligned curriculum in all subject areas.</p> <p>Many modes of professional development have been used to support students. PLC's look at data and share best practices.</p>	<p>Certificated Salaries & Benefits LCFF \$226,302.00</p> <p>Classified Salaries & Benefits LCFF \$22,186.00</p> <p>Curriculum Development LCFF \$44,373.00</p> <p>Professional Development LCFF \$39,936.00</p> <p>Materials, Hardware, Software LCFF \$110,932.00</p> <p>Contracted Services LCFF \$45,659.00</p>	<p>Certificated Salaries & Benefits \$137,772</p> <p>Classified Salaries & Benefits \$9,861</p> <p>Curriculum Development \$4,995</p> <p>Professional Services and Development \$123,479</p> <p>Materials, Hardware, Software \$52,621</p> <p>Contracted Services \$59,392</p>

Additional services as required for the educational program.
Educational materials are required to maintain an effective program.

Educational materials are used to maintain an effective educational program.

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.

We have done well in implementing the actions and services in this goal, such as having counselors and SRS's effectively helping students. Counselors and SRS's do home visits. Reaching and connecting with all sub-group students is still a persistent challenge. Providing bus tokens and transportation for students was very helpful.

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

Our retention rate is relatively high and consistent. Although implementation of our planned actions and services was on-going, attendance is below our expectation of 85%. We could do more to increase buy-in for student incentives.

Goal #1 Metrics	2018-2019	Progress
Retention Rate w/ return to district - Priority #5 (Pupil Engagement)	93%	Met
Attendance Rate 85% - Priority #5	66%	Below
Dropout Rate - Priority #5	7%	Met
Suspension Rate - Priority #6 (School Climate: Engagement)	Suspensions: 1 Expulsions: 0	Met Met
Expulsion Rate- Priority #6		
School Facilities - Priority #1 (Basic: Conditions for Learning)	Exemplary	Met

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The reason for not meeting the expense amount budgeted is due to an over projection of our 18-19 P2 ADA. 2018-19 Original Budget projected P2 ADA was 236, actual P2 ADA is 139.91. It's not that we didn't spend the money, but that we didn't receive the full amount of funds we had projected.

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.

There were no changes made to this goal. We endeavor to implement our strategies with fidelity.

Annual Update

LCAP Year Reviewed: 2018-19

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

Increase credit completion.

State and/or Local Priorities addressed by this goal:

- State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
- Local Priorities:

Annual Measurable Outcomes

Expected

- * Credit completion rate (Priority 4 - local)
 - * HQT percentage (Priority 1)
 - * English learner reclassification rate (Priority 4)
 - * Graduation rate (Priority 5)
- 18-19**
- Increase number of credits completed (Priority 4 - local)
 - 100% highly qualified staff (Priority 1)
 - Increase English Learner reclassification rate (Priority 4)
 - Graduation rate increases (Priority 5)

Actual

Below are the results for the school as of 3rd quarter:

Goal #2 Metrics	2018-2019	Progress
Average Credit Completion - Priority #4 (Pupil Achievement: Outcomes)	1.8 Overall Courses	Met
English Learner Reclassify - Priority #4	TBD ELs were tested	TBD CA avg. 14%
Highly Qualified Status- Priority #1	100%	Maintained
Graduate Data	2018-2019	Progress
Increase Graduation total - Priority #5	None yet (3 soon)	Met
CBED Cohort Rate -- Priority #5	TBD%	Met

Expected

Actual

Baseline

Baseline is determined annually.

Goal #2 Metrics	2018
Average Credit Completion - Priority #4 (Pupil Achievement: Outcomes)	1.8 Overall
English Learner Reclassify - Priority #4	TBD - ELs were tested
Highly Qualified Status- Priority #1	100%
Graduate Data	2018
Increase Graduation total - Priority #5	None yet (3 soon)
CBED Cohort Rate - - Priority #5	TBD%

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

Increase academic and social/emotional support services for Foster Youth, Low Income and English Learners:

Read 180 teachers or literacy teachers.

Increase academic and social/emotional support services through additional counseling staff.

Increase instructional access through addition staff services, tutors, etc..

Actual
Actions/Services

Increase academic and social/emotional support services for low income, foster youth, and English Learners:

The school did not implement Read 180 teacher is working with students.

Counselors support students have been available at every center to assist students.

Tutors are available to students during school hours.

Budgeted
Expenditures

Certificated Salaries & Benefits LCFF \$26,036.00

Classified Salaries & Benefits LCFF \$12,150.00

Materials, Hardware, Software LCFF \$5,207.00

Estimated Actual
Expenditures

Certificated Salaries & Benefits \$12,179

Classified Salaries & Benefits \$6,146

Materials, Hardware, Software \$2,347

A variety of incentives were employed, including snacks for students attending school.

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide intervention and support program for English Learners and Redesignated FEP:	Provide an intervention and support program for English Learners and RFEF students:	Certificated Salaries & Benefits LCFF \$13,018.00	Certificated Salaries & Benefits \$6,089
ELD teachers and Regional Support.	Small group instruction has started to be implemented in EL, ELA and Math.	Classified Salaries & Benefits LCFF \$10,414.00	Classified Salaries & Benefits \$5,268
EL Lead tutor and clerical support.	An EL clerk helps assess students and a tutors are available.	Professional Development LCFF \$18,225.00	Professional Services and Development \$3,942
Provide professional development for certificated and classified staff to implement intervention program for EL/RFEP.	Many modes of professional development have been used to support students. PLCs use data to discuss next steps with subgroup students.	Materials, Hardware, Software LCFF \$1,736.00	Materials, Hardware, Software \$783
Materials, hardware and software for intervention and incentive program.	The curriculum is modified for EL students.		

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide an effective educational program:	Provide an effective educational program for all students:	Certificated Salaries & Benefits LCFF \$256,940.00	Certificated Salaries & Benefits \$156,424

<p>The foundation of an effective educational program is Highly Qualified Teaching staff.</p> <p>Support staff is required to maintain an effective educational program.</p>	<p>Certificated teachers employ a variety of techniques to reach students.</p> <p>The staff has provided assistance to students who have had difficulties attending school.</p>	<p>Classified Salaries & Benefits LCFF \$16,059.00</p>	<p>Classified Salaries & Benefits \$7,138</p>
<p>A standards-based curriculum in all required areas of study is essential to maintain an effective educational program.</p>	<p>All students are provided standards-aligned curriculum in all subject areas.</p>	<p>Curriculum Development LCFF \$40,147.00</p>	<p>Curriculum Development \$4,518</p>
<p>Professional development for certificated and classified staff through conferences, training, workshops or Professional Learning Communities models.</p>	<p>Many modes of professional development have been used to support students. PLC's look at data and share best practices.</p>	<p>Professional Development LCFF \$32,118.00</p>	<p>Professional Services and Development \$99,305</p>
<p>Educational materials are required to maintain an effective program.</p>	<p>Facilities are safe and secure to maintain an effective educational program.</p>	<p>Materials, Hardware, Software LCFF \$56,206.00</p>	<p>Materials, Hardware, Software \$26,662</p>
<p>Additional services as required for the educational program.</p>	<p>Educational materials are used to maintain an effective educational program.</p>	<p>Contracted Services LCFF \$41,311.00</p>	<p>Contracted Services \$53,736</p>
<p>Local Benchmarks and assessments for ELA, mathematics, science, and social science, including NWEA.</p>	<p>Students were assessed this year using NWEA and the CAASPP.</p>		

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.

We have done well in implementing the actions and services in this goal, such as having tutors and intervention teachers effectively helping students. However, meeting the academic needs of all sub-group students is still a persistent challenge.

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

Our graduation numbers increased compared with last year. As a result of our effective implementation, our average credit completion rate has been consistent. NWEA was helpful in identifying students learning and then intervention for their literacy skills.

Goal #2 Metrics	2018-2019	Progress
Average Credit Completion - Priority #4 (Pupil Achievement: Outcomes)	1.8 Overall Courses	Met
English Learner Reclassify - Priority #4	TBD ELs were tested	TBD CA avg. 14%
Highly Qualified Status- Priority #1	100%	Maintained
Graduate Data	2018-2019	Progress
Increase Graduation total - Priority #5	None yet (3 soon)	Met
CBED Cohort Rate - - Priority #5	TBD%	Met

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The reason for not meeting the expense amount budgeted is due to an over projection of our 18-19 P2 ADA. 2018-19 Original Budget projected P2 ADA was 236, actual P2 ADA is 139.91. It's not that we didn't spend the money, but that we didn't receive the full amount of funds we had projected.

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.

There were no changes made to this goal.

Annual Update

LCAP Year Reviewed: 2018-19

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

Students will gain proficiency in online learning.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 7: Course Access (Conditions of Learning)
Local Priorities:

Annual Measurable Outcomes

Expected

- Metric/Indicator**
- * Online course completion (Priority 7 – local)
- * Online course enrollment (Priority 7 – local)
- * Online course availability (Priority 7 – local)
- 18-19**
- Online course completion rate will increase (Priority 7 - local)
- Online course enrollment will increase (Priority 7 - local)
- Online course available (Priority 7 - local)

Actual

Below are the results for the school as of 3rd quarter:

Goal #3 Metrics	2018-2019	Progress
Online Enrollment- Priority #7 (Course Access: Conditions of Learning)	301	Met
Online Completion- Priority #7	20.8%	Met
Online Course Access- Priority #7	100%	Maintained

Expected

Actual

Baseline

Baseline is determined annually.

Goal #3 Metrics	2018
Online Enrollment- Priority #7 (Course Access: Conditions of Learning)	301
Online Completion - Priority #7	20.8%
Online Course Access- Priority #7	100%

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

Increase academic and social/emotional support services for Foster Youth, Low Income and English Learners:
Lab and teachers for Online program
Increase academic and social/emotional support services through additional counseling staff.
Increase instructional access through addition staff services, tutors, etc.
Establish an integrated intervention/incentive system

Actual
Actions/Services

Increase academic and social/emotional support services for low income, foster youth, and English Learners:
The online teacher is working with students.
Counselors support students have been available at every center to assist students.
The Virtual Tutor is available to students during school hours.
A variety of incentives were employed, including snacks for students attending school.

Budgeted
Expenditures

Certificated Salaries & Benefits LCFF \$85,052.00
Classified Salaries & Benefits LCFF \$11,191.00
Materials, Hardware, Software LCFF \$49,240.00

Estimated Actual
Expenditures

Certificated Salaries & Benefits \$39,784
Classified Salaries & Benefits \$5,661
Materials, Hardware, Software \$22,195

Online program and materials, including computers and mobile devices

The online program is still growing and more support is needed for technology.

Action 2

Planned
Actions/Services

Provide an intervention and support program for English Learners and Redesignated FEP:
EL tutor support and clerical support.
Materials, hardware and software for EL intervention program.

Actual
Actions/Services

Provide an intervention and support program for English Learners and RFEF students:
Tutors support students with online curriculum.
Many modes of professional development have been used to support students. PLCs use data to discuss next steps with subgroup students.
The curriculum is modified online that we hope to purchase in the future.

Budgeted
Expenditures

Classified Salaries & Benefits LCFF \$13,429.00
Professional Development LCFF \$47,002.00
Materials, Hardware, Software LCFF \$17,906.00

Estimated Actual
Expenditures

Classified Salaries & Benefits \$6,793
Professional Services and Development \$10,167
Materials, Hardware, Software \$8,071

Action 3

Planned
Actions/Services

Provide an effective educational program:
The foundation of an effective educational program is Highly Qualified Teaching staff.

Actual
Actions/Services

Provide an effective educational program for all students:
Certificated teachers employ a variety of techniques to reach students.

Budgeted
Expenditures

Certificated Salaries & Benefits LCFF \$383,086.00
Classified Salaries & Benefits LCFF \$51,768.00

Estimated Actual
Expenditures

Certificated Salaries & Benefits \$233,221
Classified Salaries & Benefits \$23,009

Support staff is required to maintain an effective educational program.	Staff has provided assistance to students who have had difficulties attending school.
A standards-based curriculum in all required areas of study is essential to maintain an effective educational program.	All students are provided standards-aligned curriculum in all subject areas.
Professional development for certificated and classified staff through conferences, training, workshops or Professional Learning Communities models.	Many modes of professional development have been used to support students. PLC's look at data and share best practices.
Educational materials are required to maintain an effective program.	Educational materials are used to maintain an effective educational program.
Additional services as required for the educational program.	Multiple vendors support the school with its online programming.

Curriculum Development LCFF \$248,488.00	Curriculum Development \$27,966
Materials, Hardware, Software LCFF \$134,598.00	Materials, Hardware, Software \$63,848
Professional Development LCFF \$4,349.00	Professional Services and Development \$13,447
Contracted Services LCFF \$102,190.00	Contracted Services \$132,926

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.

We have continued to improve in implementing the actions and services in this goal, such as having teachers enroll students in an online program and providing tutors to help support the students. However, meeting the academic needs of all sub-group students is still a persistent challenge. It's a challenge to ensure that after the students enroll in an online class, they get started immediately and maintain momentum.

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

Our online enrollment has significantly increased. Our completion rate is below expectations and we are doing staff development. All of our students have the technology required to access the online curriculum.

Goal #3 Metrics	2018-2019	Progress
Online Enrollment- Priority #7 (Course Access: Conditions of Learning)	301	Met
Online Completion- Priority #7	20.8%	Met
Online Course Access- Priority #7	100%	Maintained

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The reason for not meeting the expense amount budgeted is due to an over projection of our 18-19 P2 ADA. 2018-19 Original Budget projected P2 ADA was 236, actual P2 ADA is 139.91. It's not that we didn't spend the money, but that we didn't receive the full amount of funds we had projected.

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.

There were no changes made to this goal this year.

Annual Update

LCAP Year Reviewed: 2018-19

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 4

Improve career readiness.

State and/or Local Priorities addressed by this goal:

- State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 7: Course Access (Conditions of Learning)
- Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

- * CTE and Basic CTE course enrollment (Priority 7 – local)
 - * Individual Learning Plans (Priority 7 – local)
 - * Implementing state academic standards. (Priority 2)
- 18-19**
 Increase the number of students enrolling in career-ready courses (Priority 7 - local)
- Individual Learning Plans have career-ready course (Priority 7 - local)
- Implementing state academic standards (Priority 2)

Actual

Below are the results for the school as of 3rd quarter:

Goal #4 Metrics	2018-2019	Progress
CTE & Career Readiness - Priority #8 (Other Pupil Outcomes)	None yet, focus on core courses	Met
Individual Learning Plans with CTE incorporated- Priority #7 (Course Access)	No CTE yet, focus on core	Met
Implementation of state academic standards and EL courses- Priority #2 (State Standards: Conditions of Learning)	3,0 out of 3,2	Initial implementation

Expected

Actual

Baseline

Baseline data will be determined annually.

Goal #4 Metrics	Baseline 2018
CTE & Basic CTE Course Enrollment	293
Individual Learning Plans with CTE incorporated	85%
Implementation of state academic standards and EL courses.	3.2 out of 5.0

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

Increase academic and social/emotional support services for Foster Youth, Low Income and English Learners:
 Teachers and staff to support career readiness.
 Increase instructional access through addition staff services, tutors, etc.
 Establish an integrated intervention/incentive system.
 Career-Readiness program materials.

Actual Actions/Services

Increase academic and social/emotional support services for low income, foster youth, and English Learners:
 The teachers are working with students to complete courses.
 Counselors support students have been available to assist students.
 The Virtual Tutor is available to students during school hours.
 A variety of incentives were employed, including snacks for students attending school.
 The CTE program is still in development and more support is needed for the curriculum.

Budgeted Expenditures

Certificated Salaries & Benefits LCFF \$15,622.00
 Classified Salaries & Benefits LCFF \$5,344.00
 Materials, Hardware, Software LCFF \$6,989.00

Estimated Actual Expenditures

Certificated Salaries & Benefits \$7,307
 Classified Salaries & Benefits \$2,703
 Materials, Hardware, Software \$3,150

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide support for English Learners and Redesignated FEP: EL tutor support and clerical support. Purchase materials, hardware and software for EL incentive and intervention program.	Provide an intervention and support program for English Learners and RFEP students: The tutors supports students who are EL as needed. Many modes of professional development have been used to support students. PLCs use data to discuss next steps with subgroup students. The curriculum is modified for EL online as necessary.	Classified Salaries & Benefits LCFF \$4,111.00 Professional Development LCFF \$4,522.00 Materials, Hardware, Software LCFF \$4,522.00	Classified Salaries & Benefits \$2,080 Professional Services and Development \$978 Materials, Hardware, Software \$2,038

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide an effective educational program: The foundation of an effective educational program is Highly Qualified Teaching staff. Support staff is required to maintain an effective educational program.	Provide an effective educational program for all students: Certificated teachers employ a variety of techniques to reach students. The staff has provided assistance to students who have had difficulties attending school.	Certificated Salaries & Benefits LCFF \$85,576.00 Classified Salaries & Benefits LCFF \$38,034.00 Curriculum Development LCFF \$7,607.00 Professional Development LCFF \$11,410.00	Certificated Salaries & Benefits \$52,098 Classified Salaries & Benefits \$16,904 Curriculum Development \$856 Professional Services and Development \$35,278

<p>A standards-based curriculum in all required areas of study is essential to maintain an effective educational program.</p> <p>Professional development for certificated and classified staff through conferences, training, workshops or Professional Learning Communities models.</p> <p>Educational materials are required to maintain an effective program.</p> <p>Additional services as required for the educational program.</p> <p>Personalized Learning Plan based on a wide course of study using standards-aligned instructional materials, including career-readiness. No Cost.</p>	<p>All students are provided standards-aligned curriculum in all subject areas.</p> <p>Many modes of professional development have been used to support students. PLC's look at data and share best practices.</p> <p>Educational materials are used to maintain an effective educational program.</p> <p>Many of the students have an Individualized Learning plan that does not include CTE coursework. This is something for us to work on developing.</p> <p>Multiple vendors support the online programming for the school.</p>
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Materials, Hardware, Software LCFF \$47,542.00

Materials, Hardware, Software \$22,552

Contracted Services LCFF \$19,568.00

Contracted Services \$25,454

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.

Many of the students have an Individualized Learning plan that does not include CTE coursework. This is something for us to work on developing.

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

The percentage of students with Career-Readiness and/or CTE in their Learning Plan needs to increase. We could do better by having teachers and staff promote those courses for students.

Goal #4 Metrics	2018-2019	Progress
CTE & Career Readiness - Priority #8 (Other Pupil Outcomes)	None yet, focus on core courses	Met
Individual Learning Plans with CTE incorporated- Priority #7 (Course Access)	No CTE yet, focus on core	Met
Implementation of state academic standards and EL courses- Priority #2 (State Standards- Conditions of Learning)	3.0 out of 3.2	Initial Implementation

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The reason for not meeting the expense amount budgeted is due to an over projection of our 18-19 P2 ADA. 2018-19 Original Budget projected P2 ADA was 236, actual P2 ADA is 139.91. It's not that we didn't spend the money, but that we didn't receive the full amount of funds we had projected.

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.

We are considering for the 2019-2020 school year, adjusting how the enrollment is reported. We are considering breaking out the Career Ready Courses separate from the CTE numbers. The committee CCI committee will meet in June to discuss details and make a presentation to the board.

Annual Update

LCAP Year Reviewed: 2018-19

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 5

Increase stakeholder involvement.

State and/or Local Priorities addressed by this goal:

- State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 7: Course Access (Conditions of Learning)
- Local Priorities:

Annual Measurable Outcomes

Expected

- * Stakeholder participation data (Priority 3)
- * Survey Results (Priority 6)
- * Evidence of Communication (Priority 3)

18-19

Stakeholder involvement will increase (Priority 3)
 Survey data will reveal high results (Priority 6)
 School communication will support engagement (Priority 3)

Actual

Below are the results for the school as of 3rd quarter:

Goal #5 Metrics	2018-2019	Progress
Open House & Awards - Priority #3 (Communication of Activities)	Calls, Meetings, Texts Website, splash page.	Met
ELAC and LCAP Participation- Priority #3	4 meetings	Met
Parent Conferences/ Orientation - Priority #3	301	Met
Student Survey - Priority #6 (School Climate: Engagement)	85 student surveys collected	Met
Parent Survey - Priority #6 (School Climate: Engagement)	33 parent surveys collected	Met

Expected

Actual

Baseline

Baseline data will be determined annually.

Goal #5 Metrics	2018
Open House & Awards - Priority #3 (Communication of Activities)	Calls, Meetings, Texts Website, splash page, 4 meetings
ELAC and LCAP Participation- Priority #3	4 meetings
Parent Conferences/ Orientation - Priority #3	301
Student Survey - Priority #6 (School Climate: Engagement)	85 student surveys collected
Parent Survey - Priority #6 (School Climate: Engagement)	33 parent surveys collected

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

Establish partnerships and engage in outreach to the community through the community liaison and staff outreach.
Development of a calendar of events and communicate events
Open House and Award nights along with other activities will need materials.
Collect survey data.

Actual
Actions/Services

The school has begun the process of engaging parents and outside partners whose clients can benefit from the school program.
School calendar was developed.
Parents were communicate with through flyers and notes home.
School events happened this year.
Surveys have been developed and implemented.

Budgeted
Expenditures

Classified Salaries & Benefits LCFF \$5,282.00
Materials LCFF \$1,902.00
Contracted Services LCFF \$35,075.00

Estimated Actual
Expenditures

Classified Salaries & Benefits \$2,348
Materials \$902
Contracted Services \$41,418

Communications for program..

Multiple forms of communication methods are used to communicate with parents.

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For English Language Learner students, RFEP, low income and foster youth: Communication outreach and translation services in primary language by staff. We will provide transportation assistance to families to attend meetings, trainings, field trips, and special events.	Primarily Spanish speaking staff are available to assist parents. Translation services are used to support students and parents in their home language. We provide transportation as needed for people to participate in school activities.	Classified Salaries & Benefits LCFF \$2,832.00 Transportation LCFF \$6,303.00	Classified Salaries & Benefits \$1,433 Transportation \$8,435

Analysis

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

Describe the overall implementation of the actions/services to achieve the articulated goal.
The school has begun the process of engaging parents and outside partners whose clients can benefit from the school program.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
Multiple methods of communication have been implemented in order to keep connected with students and their parents. The school complete the process of going through WASC accreditation and engaged stakeholders. There has been significant outreach to partners and parents have been given a voice to help be a positive impact on the school.

Goal #5 Metrics	2018-2019	Progress
Open House & Awards - Priority #3 (Communication of Activities)	Calls, Meetings, Texts Website, splash page.	Met
ELAC and LCAP Participation- Priority #3	4 meetings	Met
Parent Conferences/ Orientation - Priority #3	301	Met
Student Survey - Priority #6 (School Climate: Engagement)	85 student surveys collected	Met
Parent Survey - Priority #6 (School Climate: Engagement)	33 parent surveys collected	Met

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The reason for not meeting the expense amount budgeted is due to an over projection of our 18-19 P2 ADA. 2018-19 Original Budget projected P2 ADA was 236, actual P2 ADA is 139.91. It's not that we didn't spend the money, but that we didn't receive the full amount of funds we had projected.

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.

There were no changes made to this goal at this time.

Stakeholder Engagement

LCAP Year: 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?

ENGAGEMENT OF SPECIAL EDUCATION SELPA SUPPORT:

At this time, our charter school does not take Title I funds, therefore we are not required to follow the additional LCAP requirements including consultation with the SELPA. However, we have a good partnership with our SELPA administration and the following collaborative activities have had a positive impact:

- Dropout (and Graduation) data for special education students are reviewed in a collaborative process with the El Dorado Charter SELPA.
- Staff training related to special education students is provided by the El Dorado Charter SELPA as needed and requested.

The Parent Advisory Committee/English Learner Advisory Committee met on these dates:

On May 11th, 2019, the school held an online Parent Advisory meeting that included a representative groups of our students. The school Budget Overview for Parents was also shared with the parents. They learned about the LCAP goals and provided input into the actions and services for the goals. The meeting addressed the following items: current budget of the school; changes to the school budget under local control; parents were asked for consultation about the school LCAP goals, actions and services, the school data was shared, and the effectiveness of the school and instructional program was discussed. The meetings comprised of parents whose students came from a variety of student groups. Parents, pupils, school staff, and other stakeholders have also been engaged and involved in developing, reviewing and supporting implementation of the LCAP over the last couple of years. Meetings included participants with students from the three specific target groups; low income students, English learners, and foster youth. Finally, they were provided an opportunity to share what they liked about the school, and discussed ways we can improve how well we prepare students to be life-long learners.

The Students, Staff and Administration met:

On March 28th, 2019 staff, administration, students and parents were invited to discuss progress on the LCAP goals and data at the school site. The administration shared the data and their analysis of each goal, then asked for input from the stakeholders. There was a concerted interest in continuing to make progress on the goals and actions described in the LCAP, such as providing more parent conferences throughout the year and hire additional tutors.

Impact on LCAP and Annual Update

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

Through our meetings and discussions, the following input was provided for the actions and expenditures within our goals. These stakeholders impacted the LCAP by suggesting the following:

Feedback from parents:

- First school that their student has been successful in.
- Supportive teachers and tutors
- Constant contact
- Friendly and caring staff
- Increased communication on credit completion

The staff impacted the LCAP by suggesting the following:

- Professional development for teachers to connect with students.
- Increase SRS support and follow through for students who have low attendance
- Increase interventions for students low in reading and mathematics
- Increase college and career counseling
- More incentives to help motivate student credit completion
- Increase CTE courses offered
- Additional field trips to colleges

The students impacted the LCAP by suggesting the following:

- Increase elective course offerings
- Provide student incentives for high attendance or hitting credit goals that students like.
- Increase field trips to colleges and universities.
- College awareness workshops
- Increase communication in Spanish and additional opportunities, like conferences

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)

New Goal

Goal 1

Increase student retention.

State and/or Local Priorities addressed by this goal:

- State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Identified Need:

Students' attendance can be irregular for a variety of reasons. Regular attendance is essential, if students are going to be successful in their educational program.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
* Retention rate (Priority 5 – local)	TBD at the end of the first year.	Not in operation	Retention rate will increase (Priority 5 - local)	Retention rate will increase (Priority 5 - local)
* Attendance rate (Priority 5)			Attendance rate will be 85% or higher (Priority 5)	Attendance rate will be 85% or higher (Priority 5)
* Dropout rate (Priority 5)				

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
* Suspension rate (Priority 6)			Dropout rate will decrease (Priority 5)	Dropout rate will decrease (Priority 5)
* Expulsion rate (Priority 6)			Suspension rate will be low (Priority 6)	Suspension rate will be low (Priority 6)
* Facilities Inspection Results (Priority 1)			Expulsion rate will be low (Priority 6)	Expulsion rate will be low (Priority 6)

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)

[Add Students to be Served selection here]

[Add Location(s) selection here]

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)

English Learners
Foster Youth
Low Income

LEA-wide

All Schools

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 Action

New Action

Unchanged Action

2017-18 Actions/Services

--

2018-19 Actions/Services

<p>These actions are principally directed towards meeting the needs of the unduplicated student population because in our experience these students have the greatest risk for poor attendance which leads to loss of credit. The actions & services listed below will result in improved expected outcomes listed above for all students and in particular the unduplicated student population:</p> <p>Increase instructional access through addition staff services, tutors, etc.</p> <p>Student Retention Services personnel will provide intervention.</p> <p>Increase academic and social/emotional support services through additional counseling staff.</p> <p>Establish an integrated intervention/incentive system.</p>
--

2019-20 Actions/Services

<p>These actions are principally directed towards meeting the needs of the unduplicated student population because in our experience these students have the greatest risk for poor attendance which leads to loss of credit. The actions & services listed below will result in improved expected outcomes listed above for all students and in particular the unduplicated student population:</p> <p>Increase instructional access through addition staff services, tutors, etc.</p> <p>Student Retention Services personnel will provide intervention.</p> <p>Increase academic and social/emotional support services through additional counseling staff.</p> <p>Establish an integrated intervention/incentive system.</p>
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$32,614.00	\$53,006.00
Source		LCFF	LCFF
Budget Reference		Classified Salaries & Benefits	Classified Salaries & Benefits
Amount		\$11,511.00	\$18,708.00
Source		LCFF	LCFF
Budget Reference		Certificated Salaries & Benefits	Certificated Salaries & Benefits
Amount		\$4,796.00	\$7,795.00
Source		LCFF	LCFF
Budget Reference		Materials, Hardware, Software	Materials, Hardware, Software
Amount			

Action 2

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

OR

English Learners LEA-wide

Actions/Services

New Action New Action Unchanged Action

Provide an intervention and support program for English Learners and Redesignated FEP:
 Provide professional development for certificated and classified staff to implement intervention program for EL/RFEP.

Provide an intervention and support program for English Learners and Redesignated FEP:
 Provide professional development for certificated and classified staff to implement intervention program for EL/RFEP.

Purchase materials, hardware and software for EL intervention program
SGI/HQ teachers for EL, ELA, mathematics.

Purchase materials, hardware and software for EL intervention program
SGI/HQ teachers for EL, ELA, mathematics.

Budgeted Expenditures

Amount	\$9,592.00	\$15,590.00
Source	LCFF	LCFF
Budget Reference	Professional Development	Professional Development
Amount	\$4,796.00	\$7,795.00
Source	LCFF	LCFF
Budget Reference	Materials	Materials, Hardware, Software
Amount	\$32,614.00	\$53,006.00
Source	LCFF	LCFF
Budget Reference	Certificated salaries and benefits	Certificated Salaries & Benefits

Action 3

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)

All

Location(s):

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

All Schools

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)
[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))
[Add Scope of Services selection here]

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

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

[Empty selection area for 2017-18 Actions/Services]

Provide an effective educational program:
The foundation of an effective educational program is Highly Qualified Teaching staff.
Support staff is required to maintain an effective educational program.
A standards-based curriculum in all required areas of study is essential to maintain an effective educational program.
Professional development for certificated and classified staff through conferences, training,, workshops or Professional Learning Communities models.
Additional services as required for the educational program.
Educational materials are required to maintain an effective program.

Provide an effective educational program:
The foundation of an effective educational program is Highly Qualified Teaching staff.
Support staff is required to maintain an effective educational program.
A standards-based curriculum in all required areas of study is essential to maintain an effective educational program.
Professional development for certificated and classified staff through conferences, training,, workshops or Professional Learning Communities models.
Additional services as required for the educational program.
Educational materials are required to maintain an effective program.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$226,302.00	\$320,383.00
Source		LCFF	LCFF
Budget Reference	Certificated salaries and benefits	Certificated Salaries & Benefits	Certificated Salaries & Benefits
Amount		\$22,186.00	\$29,126.00
Source		LCFF	LCFF
Budget Reference	Classified wages and benefits	Classified Salaries & Benefits	Classified Salaries & Benefits
Amount		\$44,373.00	\$58,252.00
Source		LCFF	LCFF
Budget Reference	Professional Development	Curriculum Development	Curriculum Development
Amount		\$39,936.00	\$52,426.00
Source		LCFF	LCFF
Budget Reference	Curriculum Development	Professional Development	Professional Development
Amount		\$110,932.00	\$122,328.00
Source		LCFF	LCFF
Budget Reference	Materials, Hardware and Software	Materials, Hardware, Software	Materials, Hardware, Software
Amount		\$45,659.00	\$59,940.00
Source		LCFF	LCFF
Budget Reference		Contracted Services	Contracted Services
Amount			

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)

New Goal

Goal 2

Increase credit completion.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

Identified Need:

Students that enroll are typically behind in their credits. Students need additional intervention and support to increase their performance and build up their credits towards graduation.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
* Credit completion rate (Priority 4 - local)	TBD	Not in operation.	Increase number of credits completed (Priority 4 - local)	Increase number of credits completed (Priority 4 - local)
* HQT percentage (Priority 1)			100% highly qualified staff (Priority 1)	100% highly qualified staff (Priority 1)
* English learner reclassification rate (Priority 4)			Increase English Learner reclassification rate (Priority 4)	Increase English Learner reclassification rate (Priority 4)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
* Graduation rate (Priority 5)			Graduation rate increases (Priority 5)	Graduation rate increases (Priority 5)

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)

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

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)

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

New Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Increase academic and social/emotional support services for Foster Youth, Low Income and English Learners:

Increase academic and social/emotional support services for Foster Youth, Low Income and English Learners:

	Read 180 teachers or literacy teachers. Increase academic and social/emotional support services through additional counseling staff. Increase instructional access through addition staff services, tutors, etc..	Read 180 teachers or literacy teachers. Increase academic and social/emotional support services through additional counseling staff. Increase instructional access through addition staff services, tutors, etc.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$26,036.00	\$42,315.00
Source		LCFF	LCFF
Budget Reference	Certificated salaries and benefits	Certificated Salaries & Benefits	Certificated Salaries & Benefits
Amount		\$12,150.00	\$19,747.00
Source		LCFF	LCFF
Budget Reference	Classified tutors & other support	Classified Salaries & Benefits	Classified Salaries & Benefits
Amount		\$5,207.00	\$8,463.00
Source		LCFF	LCFF
Budget Reference		Contracted Services	Contracted Services
Amount			

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)

[Add Students to be Served selection here]

[Add Location(s) selection here]

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)

English Learners

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

LEA-wide

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

All Schools

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 Action

Unchanged Action

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

[Empty box for 2017-18 Actions/Services]

Provide intervention and support program for English Learners and Redesignated FEP:
ELD teachers and Regional Support.
EL Lead tutor and clerical support.
Provide professional development for certificated and classified staff to implement intervention program for EL/RFEP.
Materials, hardware and software for intervention and incentive program.

Provide intervention and support program for English Learners and Redesignated FEP:
ELD teachers and Regional Support.
EL Lead tutor and clerical support.
Provide professional development for certificated and classified staff to implement intervention program for EL/RFEP.
Materials, hardware and software for intervention and incentive program.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$13,018.00	\$21,158.00
Source		LCFF	LCFF
Budget Reference	Certificated salaries and benefits	Certificated Salaries & Benefits	Certificated Salaries & Benefits
Amount		\$10,414.00	\$16,926.00
Source		LCFF	LCFF
Budget Reference	Classified wages and benefits	Classified Salaries & Benefits	Classified Salaries & Benefits
Amount		\$18,225.00	\$29,621.00
Source		LCFF	LCFF
Budget Reference	Professional Development	Professional Development	Professional Development
Amount		\$1,736.00	\$2,821.00
Source		LCFF	LCFF
Budget Reference		Materials, hardware and software	Materials, hardware and software

Action 3

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)

All

Location(s):

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

All Schools

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)

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

2017-18 Actions/Services

--

Select from New, Modified, or Unchanged for 2018-19

New Action

2018-19 Actions/Services

<p>Provide an effective educational program:</p> <p>The foundation of an effective educational program is Highly Qualified Teaching staff.</p> <p>Support staff is required to maintain an effective educational program.</p> <p>A standards-based curriculum in all required areas of study is essential to maintain an effective educational program.</p> <p>Professional development for certificated and classified staff through conferences, training, workshops or Professional Learning Communities models.</p> <p>Educational materials are required to maintain an effective program.</p> <p>Additional services as required for the educational program.</p> <p>Local Benchmarks and assessments for ELA, mathematics, science, and social science, including NWEA.</p>
--

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2019-20 Actions/Services

<p>Provide an effective educational program:</p> <p>The foundation of an effective educational program is Highly Qualified Teaching staff.</p> <p>Support staff is required to maintain an effective educational program.</p> <p>A standards-based curriculum in all required areas of study is essential to maintain an effective educational program.</p> <p>Professional development for certificated and classified staff through conferences, training, workshops or Professional Learning Communities models.</p> <p>Educational materials are required to maintain an effective program.</p> <p>Additional services as required for the educational program.</p> <p>Local Benchmarks and assessments for ELA, mathematics, science, and social science, including NWEA.</p>
--

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$256,940.00	\$342,574.00
Source		LCFF	LCFF
Budget Reference	Certificated salaries and benefits	Certificated Salaries & Benefits	Certificated Salaries & Benefits
Amount		\$16,059.00	\$26,352.00
Source		LCFF	LCFF
Budget Reference	Classified wages and benefits	Classified Salaries & Benefits	Classified Salaries & Benefits
Amount		\$40,147.00	\$52,704.00
Source		LCFF	LCFF
Budget Reference	Curriculum Development	Curriculum Development	Curriculum Development
Amount		\$32,118.00	\$42,163.00
Source		LCFF	LCFF
Budget Reference	Professional Development	Professional Development	Professional Development
Amount		\$56,206.00	\$63,244.00
Source		LCFF	LCFF
Budget Reference		Materials, Hardware, Software	Materials, Hardware, Software
Amount		\$41,311.00	\$54,232.00
Source		LCFF	LCFF
Budget Reference		Contracted Services	Contracted Services

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)

New Goal

Goal 3

Students will gain proficiency in online learning.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Identified Need:

Students are expected to be prepared to enter the workforce and should have basic computer literacy. Students are encouraged to complete online course to demonstrate their proficiency.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
* Online course completion (Priority 7 – local)	TBD	Not in operation.	Online course completion rate will increase (Priority 7 - local)	Online course completion rate will increase (Priority 7 - local)
* Online course enrollment (Priority 7 – local)			Online course enrollment will increase (Priority 7 - local)	Online course enrollment will increase (Priority 7 - local)
* Online course availability (Priority 7 – local)			Online course available (Priority 7 - local)	Online course available (Priority 7 - local)

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)

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

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)

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

New Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Increase academic and social/emotional support services for Foster Youth, Low Income and English Learners:

Lab and teachers for Online program

Increase academic and social/emotional support services through additional counseling staff.

Increase academic and social/emotional support services for Foster Youth, Low Income and English Learners:

Lab and teachers for Online program

Increase academic and social/emotional support services through additional counseling staff.

Increase instructional access through addition staff services, tutors, etc.
 Establish an integrated intervention/incentive system
 Online program and materials, including computers and mobile devices

Increase instructional access through addition staff services, tutors, etc.
 Establish an integrated intervention/incentive system
 Online program and materials, including computers and mobile devices

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$85,052.00	\$138,230.00
Source		LCFF	LCFF
Budget Reference	Certificated and Benefits	Certificated Salaries & Benefits	Certificated Salaries & Benefits
Amount		\$11,191.00	\$18,188.00
Source		LCFF	LCFF
Budget Reference	Classified and Benefits	Classified Salaries & Benefits	Classified Salaries & Benefits
Amount		\$49,240.00	\$80,028.00
Source		LCFF	LCFF
Budget Reference		Materials, hardware and software	Materials, hardware and software
Amount			
Amount			

Action 2

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

OR

English Learners	LEA-wide	All Schools
Actions/Services		
New Action	New Action	Unchanged Action
	Provide an intervention and support program for English Learners and Redesignated FEP: EL tutor support and clerical support. Materials, hardware and software for EL intervention program.	Provide an intervention and support program for English Learners and Redesignated FEP: EL tutor support and clerical support. Materials, hardware and software for EL intervention program.

Budgeted Expenditures

Amount	\$13,429.00	\$21,826.00
Source	LCFF	LCFF
Budget Reference	Classified Salaries & Benefits	Classified Salaries & Benefits
Amount	\$47,002.00	\$76,390.00
Source	LCFF	LCFF
Budget Reference	Professional Development	Professional Development
Amount	\$17,906.00	\$29,101.00
Source	LCFF	LCFF
Budget Reference	Materials, hardware and software	Materials, hardware and software

Action 3

All	All Schools
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OR

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]
Actions/Services	New Action	Unchanged Action
	<p>Provide an effective educational program:</p> <p>The foundation of an effective educational program is Highly Qualified Teaching staff.</p> <p>Support staff is required to maintain an effective educational program.</p> <p>A standards-based curriculum in all required areas of study is essential to maintain an effective educational program.</p> <p>Professional development for certificated and classified staff through conferences, training, workshops or Professional Learning Communities models.</p> <p>Educational materials are required to maintain an effective program.</p> <p>Additional services as required for the educational program.</p>	<p>Provide an effective educational program:</p> <p>The foundation of an effective educational program is Highly Qualified Teaching staff.</p> <p>Support staff is required to maintain an effective educational program.</p> <p>A standards-based curriculum in all required areas of study is essential to maintain an effective educational program.</p> <p>Professional development for certificated and classified staff through conferences, training, workshops or Professional Learning Communities models.</p> <p>Educational materials are required to maintain an effective program.</p> <p>Additional services as required for the educational program.</p>
Budgeted Expenditures		
Amount	\$383,086.00	\$536,884.00
Source	LCFF	LCFF
Budget Reference	Certificated and Benefits	Certificated Salaries & Benefits

Amount		\$51,768.00	\$67,960.00
Source		LCFF	LCFF
Budget Reference	Classified and Benefits	Classified Salaries & Benefits	Classified Salaries & Benefits
Amount		\$248,488.00	\$326,208.00
Source		LCFF	LCFF
Budget Reference	Curriculum Development	Curriculum Development	Curriculum Development
Amount		\$134,598.00	\$142,716.00
Source		LCFF	LCFF
Budget Reference		Materials, Hardware, Software	Materials, Hardware, Software
Amount		\$4,349.00	\$5,709.00
Source		LCFF	LCFF
Budget Reference		Professional Development	Professional Development
Amount		\$102,190.00	\$134,153.00
Budget Reference		Contracted Services	Contracted Services

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)

New Goal

Goal 4

Improve career readiness.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Identified Need:

In order to thrive in today's economy, students are expected to be career-ready. Increasing students' opportunities to engage in career-ready courses is fundamental to our mission.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
* CTE and Basic CTE course enrollment (Priority 7 – local)	TBD	Not in operation.	Increase the number of students enrolling in career-ready courses (Priority 7 - local)	Increase the number of students enrolling in career-ready courses (Priority 7 - local)
* Individual Learning Plans (Priority 7 – local)			Individual Learning Plans have career-ready course (Priority 7 - local)	Individual Learning Plans have career-ready course (Priority 7 - local)
* Implementing state academic standards. (Priority 2)				

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
			Implementing state academic standards (Priority 2)	Implementing state academic standards (Priority 2)

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

[Add Students to be Served selection here]	[Add Location(s) selection here]
English Learners Foster Youth Low Income	All Schools

OR

Actions/Services

New Action	Unchanged Action
<p>LEA-wide</p> <p>New Action</p> <p>Increase academic and social/emotional support services for Foster Youth, Low Income and English Learners:</p> <p>Teachers and staff to support career readiness.</p> <p>Increase instructional access through addition staff services, tutors, etc.</p> <p>Establish an integrated intervention/incentive system.</p> <p>Career-Readiness program materials.</p>	<p>All Schools</p> <p>Unchanged Action</p> <p>Increase academic and social/emotional support services for Foster Youth, Low Income and English Learners:</p> <p>Teachers and staff to support career readiness.</p> <p>Increase instructional access through addition staff services, tutors, etc.</p> <p>Establish an integrated intervention/incentive system.</p> <p>Career-Readiness program materials.</p>

Budgeted Expenditures

Amount	\$15,622.00	\$25,389.00
Source	LCFF	LCFF
Budget Reference	Certificated Salaries & Benefits	Certificated Salaries & Benefits
Amount	\$5,344.00	\$8,686.00
Source	LCFF	LCFF
Budget Reference	Classified Salaries & Benefits	Classified Salaries & Benefits
Amount	\$6,989.00	\$11,358.00
Source	LCFF	LCFF
Budget Reference	Materials - incentives	Materials, Hardware, Software
Amount		
Amount		

Action 2

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

OR

English Learners LEA-wide All Schools

Actions/Services

New Action New Action Unchanged Action

Provide support for English Learners and Redesignated FEP: EL tutor support and clerical support.
 Provide support for English Learners and Redesignated FEP: EL tutor support and clerical support.

Purchase materials, hardware and software for EL incentive and intervention program.

Purchase materials, hardware and software for EL incentive and intervention program.

Budgeted Expenditures

Amount	\$4,111.00	\$6,681.00
Source	LCFF	LCFF
Budget Reference	Certified and Benefits	Classified Salaries & Benefits
Amount	\$4,522.00	\$7,350.00
Source	LCFF	LCFF
Budget Reference	Materials, Hardware, Software	Professional Development
Amount	\$4,522.00	\$7,350.00
Source	LCFF	LCFF
Budget Reference	Professional Development	Materials, Hardware, Software

Action 3

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 Schools

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

New Action

Select from New, Modified, or Unchanged for 2018-19

New Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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Provide an effective educational program:	Provide an effective educational program:	Provide an effective educational program:
The foundation of an effective educational program is Highly Qualified Teaching staff.	The foundation of an effective educational program is Highly Qualified Teaching staff.	The foundation of an effective educational program is Highly Qualified Teaching staff.
Support staff is required to maintain an effective educational program.	Support staff is required to maintain an effective educational program.	Support staff is required to maintain an effective educational program.
A standards-based curriculum in all required areas of study is essential to maintain an effective educational program.	A standards-based curriculum in all required areas of study is essential to maintain an effective educational program.	A standards-based curriculum in all required areas of study is essential to maintain an effective educational program.
Professional development for certificated and classified staff through conferences, training, workshops or Professional Learning Communities models.	Professional development for certificated and classified staff through conferences, training, workshops or Professional Learning Communities models.	Professional development for certificated and classified staff through conferences, training, workshops or Professional Learning Communities models.
Educational materials are required to maintain an effective program.	Educational materials are required to maintain an effective program.	Educational materials are required to maintain an effective program.
Additional services as required for the educational program.	Additional services as required for the educational program.	Additional services as required for the educational program.
Personalized Learning Plan based on a wide course of study using standards-aligned instructional materials, including career-readiness. No Cost.	Personalized Learning Plan based on a wide course of study using standards-aligned instructional materials, including career-readiness. No Cost.	Personalized Learning Plan based on a wide course of study using standards-aligned instructional materials, including career-readiness. No Cost.

Provide an effective educational program:	Provide an effective educational program:
The foundation of an effective educational program is Highly Qualified Teaching staff.	The foundation of an effective educational program is Highly Qualified Teaching staff.
Support staff is required to maintain an effective educational program.	Support staff is required to maintain an effective educational program.
A standards-based curriculum in all required areas of study is essential to maintain an effective educational program.	A standards-based curriculum in all required areas of study is essential to maintain an effective educational program.
Professional development for certificated and classified staff through conferences, training, workshops or Professional Learning Communities models.	Professional development for certificated and classified staff through conferences, training, workshops or Professional Learning Communities models.
Educational materials are required to maintain an effective program.	Educational materials are required to maintain an effective program.
Additional services as required for the educational program.	Additional services as required for the educational program.
Personalized Learning Plan based on a wide course of study using standards-aligned instructional materials, including career-readiness. No Cost.	Personalized Learning Plan based on a wide course of study using standards-aligned instructional materials, including career-readiness. No Cost.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$85,576.00	\$112,966.00
Source		LCFF	LCFF
Budget Reference	Certificated and Benefits	Certificated Salaries & Benefits	Certificated Salaries & Benefits
Amount		\$38,034.00	\$57,419.00
Source		LCFF	LCFF
Budget Reference	Classified and Benefits	Classified Salaries & Benefits	Classified Salaries & Benefits
Amount		\$7,607.00	\$9,986.00
Source		LCFF	LCFF
Budget Reference	Curriculum Development	Curriculum Development	Curriculum Development
Amount		\$11,410.00	\$14,979.00
Source		LCFF	LCFF
Budget Reference	Professional Development	Professional Development	Professional Development
Amount		\$47,542.00	\$54,299.00
Source		LCFF	LCFF
Budget Reference	Facilities	Materials, Hardware, Software	Materials, Hardware, Software
Amount		\$19,568.00	\$25,689.00
Source		LCFF	LCFF
Budget Reference	Materials, Hardware, Software	Contracted Services	Contracted Services

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)

New Goal

Goal 5

Increase stakeholder involvement.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Identified Need:

Stakeholders are often not actively engaged in the school processes. Parents, students and staff are expected to increase their involvement through a variety of meaningful activities.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
* Stakeholder participation data (Priority 3)	TBD	Not in operation.	Stakeholder involvement will increase (Priority 3) Survey data will reveal high results (Priority 6) School communication will support engagement (Priority 3)	Stakeholder involvement will increase (Priority 3) Survey data will reveal high results (Priority 6) School communication will support engagement (Priority 3)
* Survey Results (Priority 6)				
* Evidence of Communication (Priority 3)				

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

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

All		All Schools
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OR

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

New Action	New Action	Unchanged Action
	<p>Establish partnerships and engage in outreach to the community through the community liaison and staff outreach.</p> <p>Development of a calendar of events and communicate events</p> <p>Open House and Award nights along with other activities will need materials.</p> <p>Collect survey data.</p> <p>Communications for program..</p>	<p>Establish partnerships and engage in outreach to the community through the community liaison and staff outreach.</p> <p>Development of a calendar of events and communicate events</p> <p>Open House and Award nights along with other activities will need materials.</p> <p>Collect survey data.</p> <p>Communications for program.</p>

Budgeted Expenditures

Amount		\$5,282.00	\$6,935.00
Source		LCFF	LCFF
Budget Reference	Classified wages and benefits	Classified Salaries & Benefits	Classified Salaries & Benefits
Amount		\$1,902.00	\$2,496.00
Source		LCFF	LCFF
Budget Reference	Materials	Materials	Materials
Amount		\$35,075.00	\$46,042.00
Source		LCFF	LCFF
Budget Reference	Contracted Services - Communications	Contracted Services	Contracted Services

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)

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

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)

English Learners
Foster Youth
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)

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 Action	New Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
	<p>For English Language Learner students, RFEP, low income and foster youth:</p> <p>Communication outreach and translation services in primary language by staff.</p> <p>We will provide transportation assistance to families to attend meetings, trainings, field trips, and special events.</p>	<p>For English Language Learner students, RFEP, low income and foster youth:</p> <p>Communication outreach and translation services in primary language by staff.</p> <p>We will provide transportation assistance to families to attend meetings, trainings, field trips, and special events.</p>

Budgeted Expenditures

Year	2018-19	2019-20
Amount	\$2,832.00	\$4,603.00
Source	LCFF	LCFF
Budget Reference	Classified Salaries & Benefits	Classified Salaries & Benefits
Amount	\$6,303.00	\$10,244.00
Source	LCFF	LCFF
Budget Reference	Transportation	Transportation

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2019-20

Estimated Supplemental and Concentration Grant Funds

\$412,902

Percentage to Increase or Improve Services

16.23%

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).

2019-2020

Using the FCMAT LCFF calculator, the school has calculated it will receive the amount stated above in Supplemental and Concentration funding under the Local Control Funding Formula. Our student population of English learners, students identified as low income, and Foster Youth far exceeds the 55% unduplicated threshold for using our funds schoolwide. The school will expend these funds according to the identified areas of need for our unduplicated pupils. The largest amount of funding is aimed directly at interventions for attendance issues and academic supports for completing credits, which will lead towards successful graduation. We believe that students who are going to be life-long learners should have a level of computer literacy that will empower them to access and interact with material competently online. We also believe that parents and families should be encouraged to participate in meaningful school activities. These beliefs support our goals and expenditures, the details of which are itemized in this plan.

To better serve our at-risk and highly mobile population, the Local Control and Accountability Plan includes the following possible additional actions and services such as, but not limited to:

- Tutoring is available to every student, even off hours through virtual tutoring
- Trauma informed practices, training and implementation
- Additional staff and/or services for socio-emotional support
- Professional development and curriculum for English learner
- Additional experiences for student success and leadership
- Early monitoring and interventions for potential graduates

- Transportation for students as needed

The school implements a personalized learning experience for English learners, low income, Foster Youth, and Special Education students that is strategically integrated with their unique academic and socio-emotional needs.

The school has calculated the amount it intends to receive in Supplemental and Concentration funding under the Local Control Funding Formula. These funds are based on the number of English learners, students identified as low income, and Foster Youth. The school's proportional percentage has been calculated and we have demonstrated that we have met the proportional percentage by spending all supplemental and concentration funds allocated, on services for the unduplicated student population as outlined in the LCAP. The LCAP demonstrates that funds are principally directed to the needs of our unduplicated students.

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds Percentage to Increase or Improve Services

\$456,775

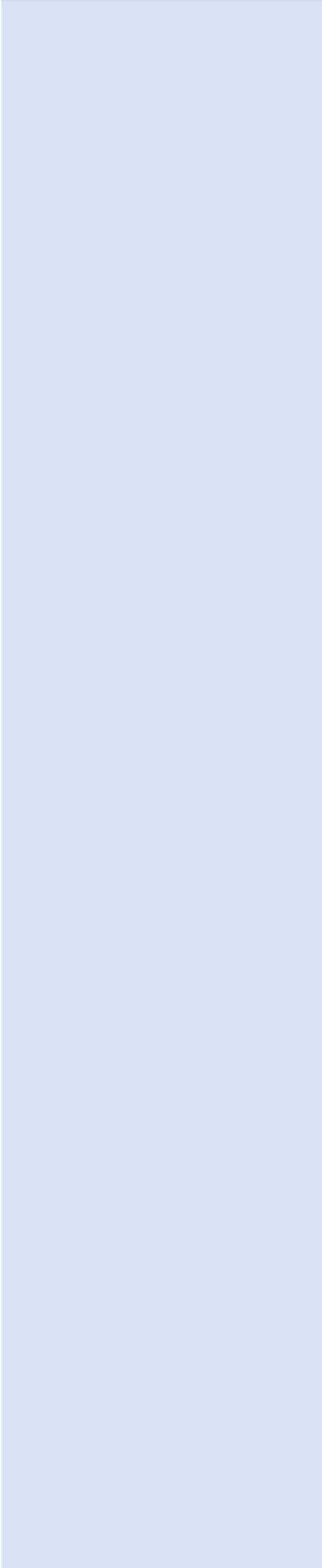
21.62%

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).

Using the FCMAT LCFF calculator, the school has calculated it will receive \$456,775 in Supplemental and Concentration funding under the Local Control Funding Formula. The school will expend these funds according to the identified areas of need, which support the goals. The details of these expenditures are itemized in this plan. It includes additional counseling, mentoring, tutoring and technology upgrades to serve our at-risk and mobile population.

The school has calculated it will receive \$456,775 in Supplemental and Concentration funding under the Local Control Funding Formula. Their proportional percentage has been calculated at 21.62% and they have demonstrated they have met the proportional percentage by spending all supplemental and concentration funds allocated, on service for the unduplicated student population as outlined in the LCAP.



LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

\$Not in operation

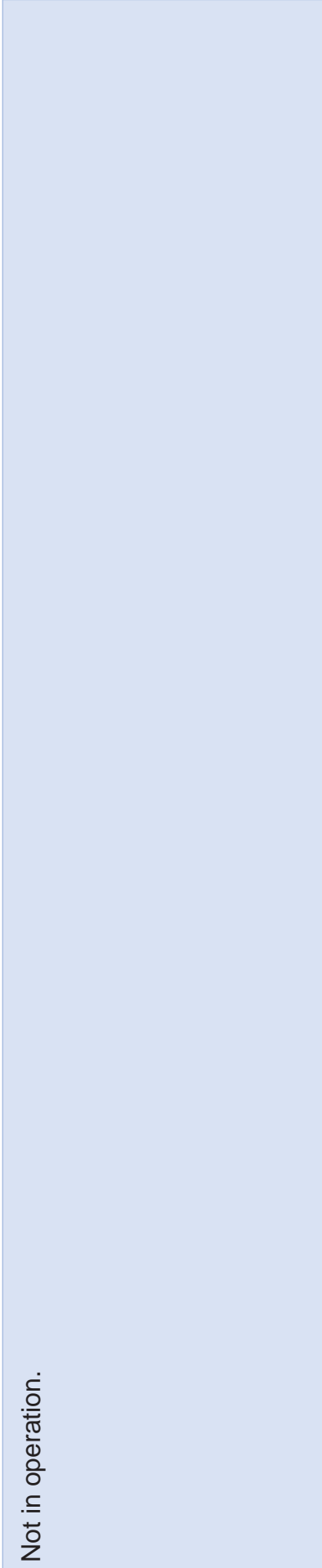
Percentage to Increase or Improve Services

%

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).

Not in operation.



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

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

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

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

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

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

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

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

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

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

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

Local Priorities address:

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

(1) The number of 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?

Prepared by the California Department of Education, January 2019