LCFF Budget Overview for Parents

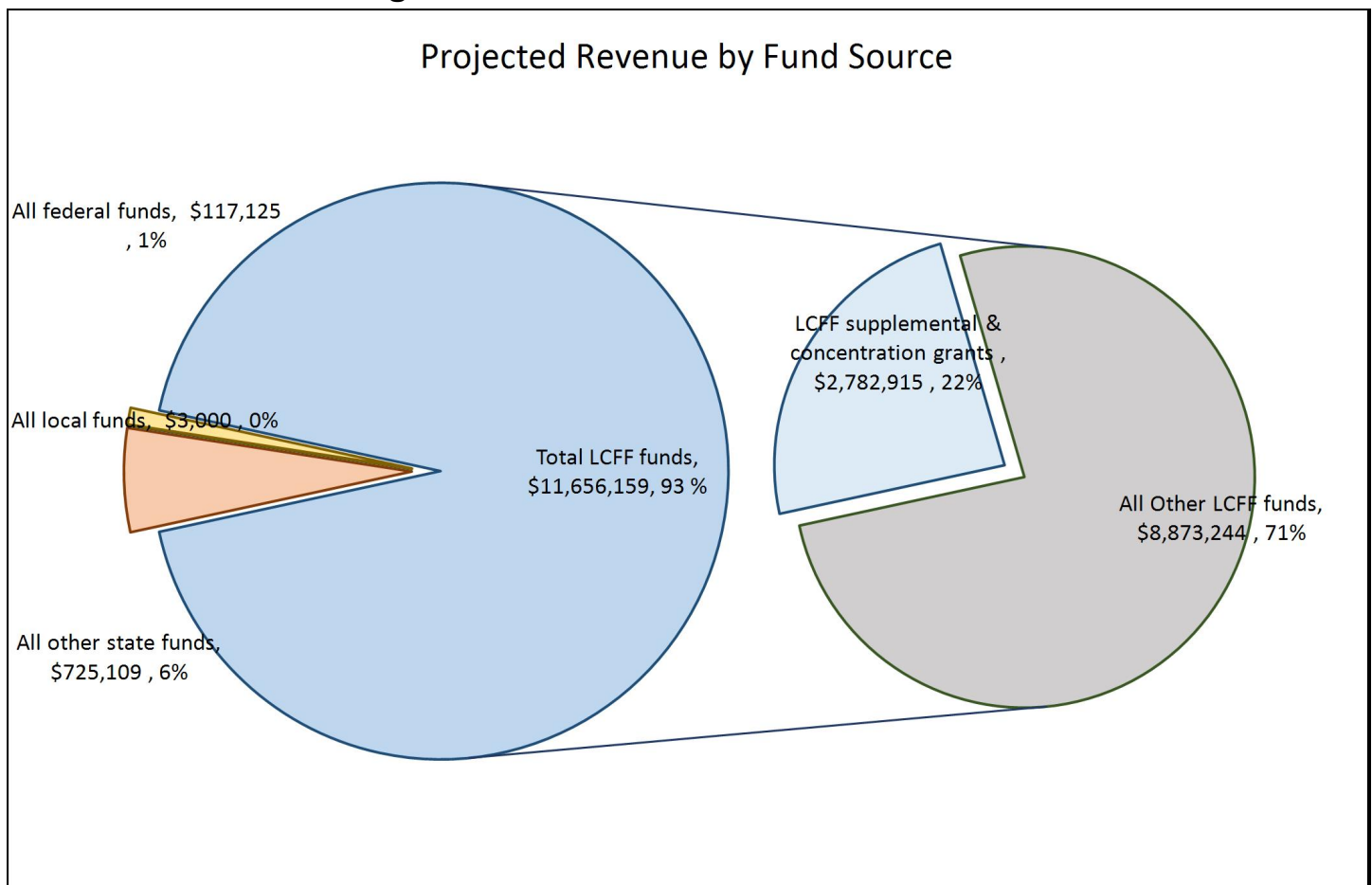Local Educational Agency (LEA) Name: Crescent View South II

CDS Code: 10-62547-0136523

Local Control and Accountability Plan (LCAP) Year: 2019-20

LEA contact information: Rafael Aguilar, Principal

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2019-20 LCAP Year

Projected Revenue by Fund Source

All federal funds, $117,125 , 1%

All local funds, $3,000 , 0%

All other state funds, $725,109 , 6%

Total LCFF funds, $11,656,159, 93 %

LCFF supplemental & concentration grants , $2,782,915 , 22%

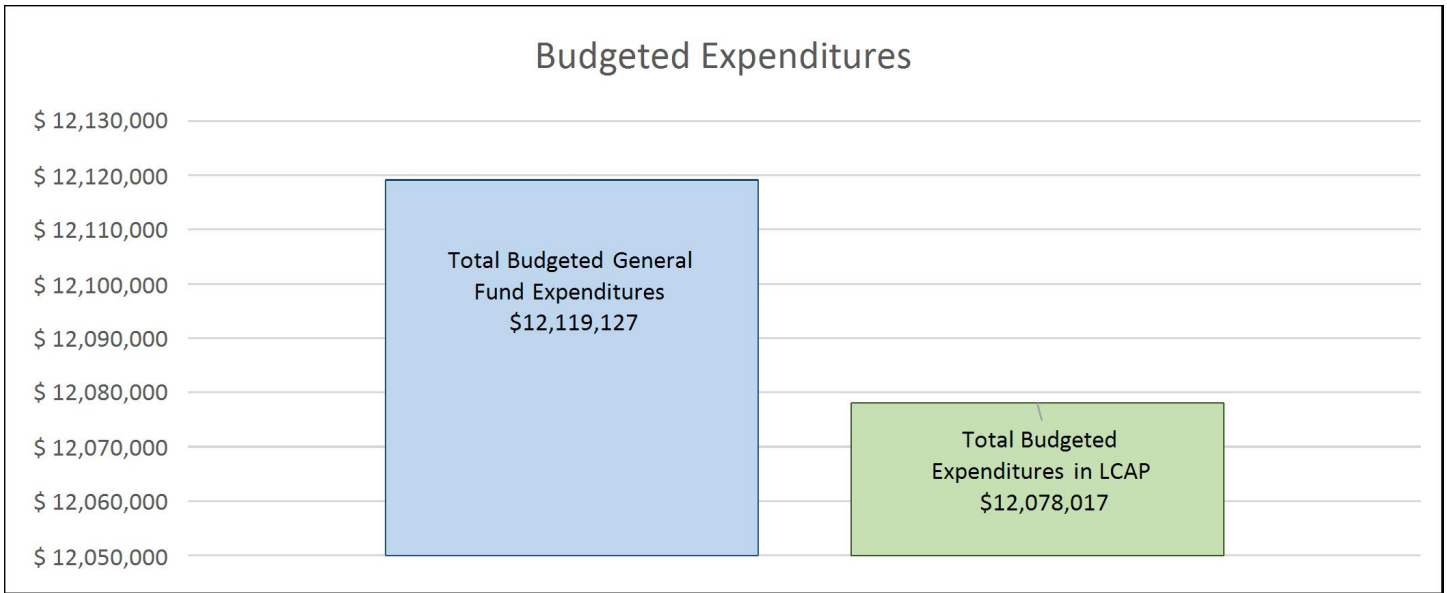All Other LCFF funds, $8,873,244 , 71%

This chart shows the total general purpose revenue Crescent View South II expects to receive in the coming year from all sources.

The total revenue projected for Crescent View South II is $12,501,393, of which $11,656,159 is Local Control Funding Formula (LCFF), $725,109 is other state funds, $3,000 is local funds, and $117,125 is federal funds. Of the $11,656,159 in LCFF Funds, $2,782,915 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

Budgeted Expenditures

Total Budgeted General Fund Expenditures
$12,119,127

Total Budgeted Expenditures in LCAP
$12,078,017

This chart provides a quick summary of how much Crescent View South II plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Crescent View South II plans to spend $12,119,127 for the 2019-20 school year. Of that amount, $12,078,017 is tied to actions/services in the LCAP and $41,110 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
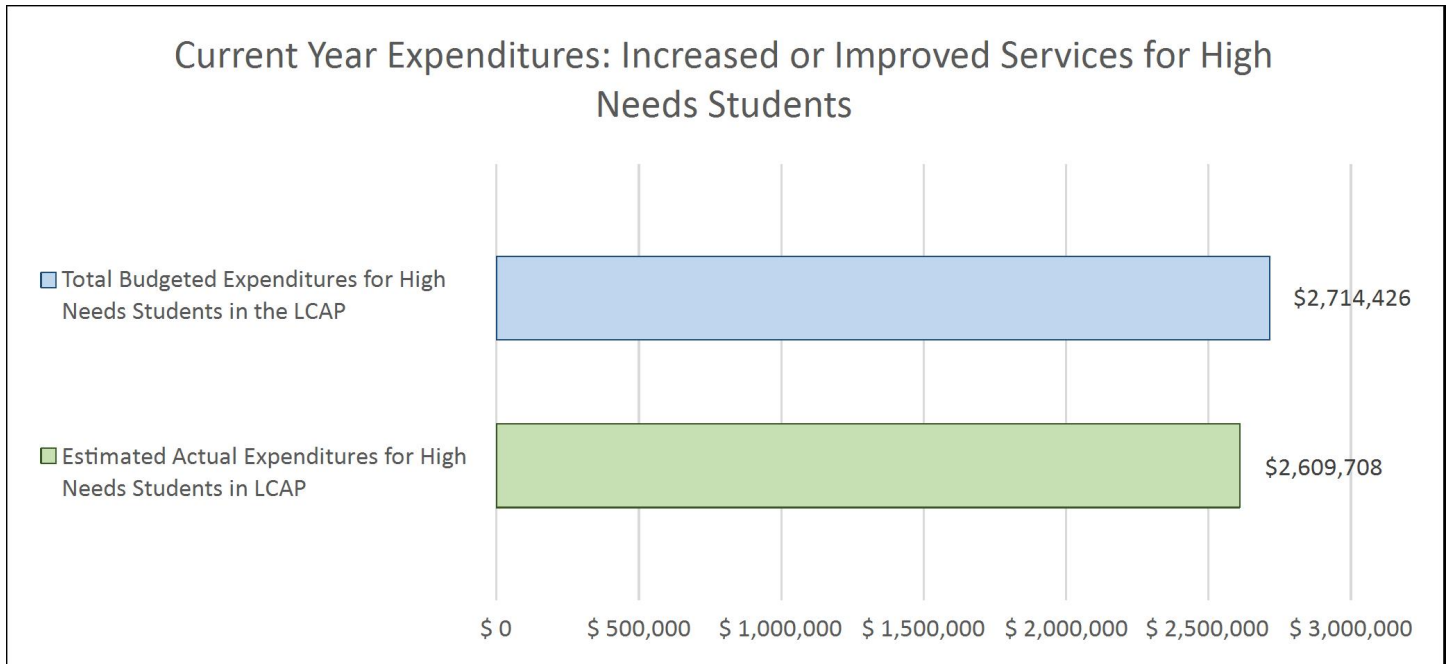
 Audit fees and legal fees.

Increased or Improved Services for High Needs Students in 2019-20

In 2019-20, Crescent View South II is projecting it will receive $2,782,915 based on the enrollment of foster youth, English learner, and low-income students. Crescent View South II must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Crescent View South II plans to spend $2,782,915 on actions to meet this requirement.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2018-19

Current Year Expenditures: Increased or Improved Services for High Needs Students

☐ Total Budgeted Expenditures for High Needs Students in the LCAP	$2,714,426
☐ Estimated Actual Expenditures for High Needs Students in LCAP	$2,609,708

$ 0 $ 500,000 $ 1,000,000 $ 1,500,000 $ 2,000,000 $ 2,500,000 $ 3,000,000

This chart compares what Crescent View South II budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Crescent View South II estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, Crescent View South II's LCAP budgeted $2,714,426 for planned actions to increase or improve services for high needs students. Crescent View South II estimates that it will actually spend $2,609,708 for actions to increase or improve services for high needs students in 2018-19.

The difference between the budgeted and actual expenditures of $-104,718 had the following impact on Crescent View South II's ability to increase or improve services for high needs students:
The 2018-2019 Original Budget Projection for ADA was 899, but the actual ADA for P2 was 889. High needs students continued to receive increased or improved actions and services, as described in the LCAP, uninterrupted throughout the year. The school fully implemented its high quality tutoring program, counseling, student retention support, as well as social-emotional and academic interventions for high needs students.

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
Crescent View South II	Rafael Aguilar Principal	principal@cvsouth2.org (559) 389-7270

2017-20 Plan Summary
The Story

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

Crescent View South II is a 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 site-based learning, independent study, and distance learning to enable students to acquire the knowledge necessary to make a difference in their lives.

The school provides a diverse, 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.

Our personalized learning model is tailored to the needs and interests of each individual student. It is a combination of the best of home schooling and resource center based classes. Personalized learning is dedicated to developing personalized learning programs for each student. Its intent is to engage each student in the learning process in the most productive and meaningful way to optimize

each student's learning potential and success. It allows the school to combine multiple assessment levels of student academic achievement through the regular recording of detailed learning records, compiling student work samples, and conducting annual state-mandated testing programs. The school offers this Personalized Learning option for students with the ultimate objective of enabling pupils to become self-motivated, competent and lifelong learners.

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' computer literacy by completing an online course.
Goal #4: Increase student career and college-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 receiving a dashboard report. There were some indicators that were not calculated because there was not two years of data which is required in order to make a calculation for growth. Performance indicators from the California School Dashboard shows the following:

Graduation Rate: the graduation rate was 87.1%.

Suspension Rate: the suspension rate was 0%.

We met standards for the following indicators: Parent Engagement, Local Climate Survey, Access to a Broad Course of Study, Basic Teacher and Instructional Materials, and Implementation of Academic Standards.

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:

- English Learner reclassification rate was 15.4% and is above the CA average of 14.6%.

- Our retention rate Increased from 81% to 87.4% as a result of our staff and teacher interventions.

- Our dropout rate decreased to 1.8%, which is outstanding, given our highly mobile student populaiton.

- The credit completion rate increased to 3.344 as a result of our staff and teacher interventions.

- The graduate numbers increased and will grow throughout the year.

- Results from the school climate survey demonstrated that students feel safe and connected at school.

- We increased our participation in the Career Technology Education program.

- The number of students enrolled in our online program increased and their course completion rate increased.

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

The California School Dashboard was new for the school this year and next year there will colors to help indicate growth. When the dashboard is released in the fall of 2019, we will do the analysis and report results. Give the current dashboard, here are the following results:

The College/Career indicator shows that 0.8% were prepared. We are looking into options for dual enrollment for our students and we are increasing our tracking of students completing a-g course work.

The English Language Arts indicator shows that 11th grade students were 101 points below standard on average. We are looking into possibly hiring a small group instructor to support our 11th graders in their efforts to pass the CAASPP.

The Mathematics indicator shows that 11th grade students were 189 points below standard on average. We are looking into possibly hiring a small group instructor to support our 11th graders in their efforts to pass the CAASPP.

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:

- We had a slight decrease in our reclassification rate of 2.5% points. We have a highly mobile population, so it's difficult to test all of the students. 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 increased by just .3, 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.

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

Although the California School Dashboard did not provide any color for the indicators, because the school is new, we were able to do the following analysis:

- Our Hispanic students graduated at a rate of 83%, although our white student group graduated at 100%.

- The All Student group for graduation was 87%. Our socioeconomically disadvantaged students graduated at a 87% rate and English Learner students graduated at 76%. Other student groups did not receive scores, because there were not enough students to make a valid calculation.

- The average score for 11th graders in ELA CAASPP was 101 points below standard and the lowest student groups were socioeconomically disadvantage at 103 points and English learners with 147 points below the CA standard. This is because we serve students who are traditionally 3-4 grade levels behind in their schooling. White students scored 102 points below standar. Hispanic students scored 97 points below standard. Other student groups did not have a score, because there were too few in the studnent population for a valid calculation.

- The average score for 11th graders in Mathematic CAASPP was 188 points below standard and the lowest student groups were Hispanic students at 191 points an English learners with 197 points below the CA standard. This is because we serve students who are traditionally 3-4 grades levels behind in their schooling. White students scored 184 points below standar. socioeconomically disadvantaged students scored 188 points below standard. Other student groups did not have a score, because there were too few in the studnent population for a valid calculation.

We plan to monitor students early and often so that we can be proactive in responding to student academic needs. We have teachers and tutors who are able to do this. We also plan to do the following:

- Provide support staff to work with students falling behind on a regular basis and address their specific needs.

- Ensure students in need participate in tutoring with a tutor they can connect to regularly.

- Promote participation in small group instruction when possible.

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.

The school is not 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.

The school is not identified for CSI.

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.

The school is not identified for CSI.

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	Actual

Metric/Indicator

* Retention rate
* Attendance rate
* Dropout rate
* Suspension rate
* Expulsion rate
* Facilities Inspection Results

Below are the annual results for the school:

Goal #1 Metrics	2016-2017	2017-2018	Progress from 2017 to 2018
Retention Rate w/ return to district	81.6%	87.4%	Increased
Attendance Rate 85%	89.90%	90.82%	Met
Dropout Rate (Non-Completer)	2.2%	1.8%	Improved
Suspension Rate	Suspensions: 0	Suspensions: 0	Met
Expulsion Rate	Expulsions: 0	Expulsions: 0	Met
School Facilities	Exemplary	Exemplary	Maintained

	Expected	Actual

18-19

School Facilities rating is Exemplary (Priority 1)
Retention rate will increase (Priority 5)
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 data reported:

Goal #1 Metrics	2016-2017
Retention Rate - Priority #5	76.20
Attendance Rate 85% - Priority #5	90.26
Dropout Rate - Priority #5	10.80%
Suspension & Expulsion - Priority #6	Suspensions: 0 Expulsions: 0
School Facilities - Priority #1	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	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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	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 the loss of credit. The actions and services	Classified, SRS, Tutors and others $322,021.00 Certificated Counseling $48,801.00	Classified, SRS, Tutors and others $346,687.0046687 Certificated Counseling $50,909.00

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 Provide transportation assistance	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: Tutors are available to students during school 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, including snacks for students attending school. Students receive transportation assistance if needed through the local public bus service.	Materials, Supplies $1,908.00 Transportation $1,500.00	Materials, Supplies $1,840.00 Transportation $1,611.00

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide an intervention and support program for English Learners: Provide professional development for certificated and classified staff	Provide an intervention and support program for English Learners and RFEP students: Many modes of professional development have been used to	Professional Development $47,748.00 Materials, Hardware and Software $1,908.00	Professional Development $33,231.00 Materials, Hardware and Software $2,104.00

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
to implement intervention program for EL/RFEP. Purchase materials, hardware and software for EL intervention program Small group teachers and labs for EL, ELA and mathematics	support students. PLCs use data to discuss next steps with subgroup students. ELD curriculum and Read 180 are being implemented. Small group instruction has started to be implemented in EL, ELA and Math.	Certificated salaries and benefits $217,340.00	Certificated salaries and benefits $226,729.00

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. 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. Educational materials are required to maintain an effective program.	Provide an effective educational program for all students: Certificated teachers employ a variety of techniques to reach students. The SRS has provided assistance to students who have had difficulties attending school. All students are provided standards-aligned curriculum in all subject areas. Many modes of professional development have been used to support students. PLC's look at data and share best practices. Educational materials are used to maintain an effective educational program.	Certificated Salaries and Benefits $668,660.00 Classified and Benefits $270,590.00 Curriculum Development $8,981.00 Professional Development $31,281.00 Materials, Hardware and Software $273,845.00 Facilities $593,657.00	Certificated Salaries and Benefits $642,391.00 Classified and Benefits $303,200.00 Curriculum Development $3,619.00 Professional Development $101,158.00 Materials, Hardware and Software $173,834.00 Facilities $405,873.00

Safe and secure facilities are required to maintain an effective educational program.	Facilities are safe and secure 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 attendance rate is relatively high and consistent. Although implementation of our planned actions and services was on-going, we saw a slight decrease in retention this year. We could do more to increase buy-in for student incentives.

Goal #1 Metrics	2016-2017	2017-2018	Progress from 2017 to 2018
Retention Rate w/ return to district	81.6%	87.4%	Increased
Attendance Rate 85%	89.90%	90.82%	Met
Dropout Rate (Non-Completer)	2.2%	1.8%	Improved
Suspension Rate	Suspensions: 0	Suspensions: 0	Met
Expulsion Rate	Expulsions: 0	Expulsions: 0	Met
School Facilities	Exemplary	Exemplary	Maintained

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences in actions or services this year and the student received services without interruption.

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)
Priority 5: Pupil Engagement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual

Expected

Metric/Indicator

* Credit completion rate
* Properly credentialed teachers, correctly assigned teachers and vacancies.
* English learner reclassification rate
* Graduation rate

Actual

Below are the annual results for the school:

Goal #2 Metrics	2016-2017	2017-2018	Progress
Average Credit Completion	3.06 Overall Courses	3.34 Overall Courses	Increased Significantly
English Learner Reclassify	17.9%	15.4%	Met Above CA 14.6%
Highly Qualified Status	100%	100%	Maintained

Graduate Data	2016-2017	2017-2018	Progress
Increase Graduation Total CBED Cohort Rate	165 students 100%	147 Students 85%	Decreased Decreased

Student Subgroups	English Learners:	Low Income	Foster Youth	Special Education
Graduates 2017-18	9	93	4	9

Expected	Actual

18-19

Increase number of credits completed (Priority 4)
100% highly qualified staff (Priority 1)
Increase English Learner reclassification rate (Priority 4)
Graduation rate increases (Priority 5)

Baseline
Baseline data reported:

Goal #2 Metrics	2016-2017
Average Credit Completion – Priority #4	3.74 Overall Courses
English Learner Reclassify – Priority #4	TBD
Highly Qualified Priority #1	100%
Graduate Data	2016-2017
Increase Graduation Rate – Priority #5	31%

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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 for low income, foster youth, and English Learners: The read 180 teacher is working with students.	Certificated salaries and benefits $549,349.00	Certificated salaries and benefits $573,082.00
		Classified wages and benefits $132,901.00	Classified wages and benefits $143,080.00
		Materials, Hardware, Software - including Read 180 $4,228.00	Materials, Hardware, Software - including Read 180 $4,663.00
		Transportation $2,919.00	Transportation $3,134.00

Increase academic and social/emotional support services through additional counseling staff.	Counselors support students have been available at every center to assist students.

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

Tutors are available to students during school hours.

Establish an integrated intervention/incentive system

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

Read 180 program and materials

Students receive transportation assistance if needed through the local public bus service.

Provide transportation assistance

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide an intervention and support program for English Learners and Redesignated FEP: Lab and small groups teachers for EL, ELA and mathematics EL Lead Teacher and Regional Support EL tutor support and clerical support 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 RFEP students: Small group instruction has started to be implemented in EL, ELA and Math. ELD curriculum and Read 180 are being implemented. An EL clerk helps assess students and a tutors are available. Many modes of professional development have been used to support students. PLCs use data to discuss next steps with subgroup students. The EL curriculum is being taught by the EL teacher.	Certificated salaries and benefits $108,005.00 Classified wages and benefits $35,743.00 Professional Development $476,917.00 Materials, Hardware, Software $407.00	Certificated salaries and benefits $112,671.00 Classified wages and benefits $38,481.00 Professional Development $331,921.00 Materials, Hardware, Software $449.00

Purchase materials, hardware and software for EL intervention program			

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. 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. Safe and secure facilities are required to maintain an effective educational program. Educational materials are required to maintain an effective program. Local Benchmarks and assessments for ELA,	Provide an effective educational program for all students: Certificated teachers employ a variety of techniques to reach students. The SRS has provided assistance to students who have had difficulties attending school. All students are provided standards-aligned curriculum in all subject areas. Many modes of professional development have been used to support students. PLC's look at data and share best practices. Facilities are safe and secure to maintain an effective educational program. Educational materials are used to maintain an effective educational program.	Certificated salaries and benefits $1,796,155.00 Classified wages and benefits $156,340.00 Curriculum Development $41,639.00 Professional Development $162,325.00 Facilities $764,806.00 Materials, Hardware, Software - including assessments $188,401.00	Certificated salaries and benefits $1,725,591.00 Classified wages and benefits $175,181.00 Curriculum Development $16,776.00 Professional Development $524,929.00 Facilities $522,885.00 Materials, Hardware, Software - including assessments $119,595.00

mathematics, science, and social science, including NWEA.	Students were assessed this year using NWEA and the CAASPP.

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.

As a result of our effective implementation, our average credit completion rate has been consistent. Our graduation numbers decreased compared with last year, and is possibly due to the fact that we have a very mobile student population. Read 180 was very helpful in identifying students learning and then intervention for their literacy skills.

Goal #2 Metrics	2016-2017	2017-2018	Progress
Average Credit Completion	3.06 Overall Courses	3.34 Overall Courses	Increased Significantly
English Learner Reclassify	17.9%	15.4%	Met Above CA 14.6%
Highly Qualified Status	100%	100%	Maintained

Graduate Data	2016-2017	2017-2018	Progress
Increase Graduation Total CBED Cohort Rate	165 students 100%	147 Students 85%	Decreased Decreased

Student Subgroups	English Learners:	Low Income	Foster Youth	Special Education
Graduates 2017-18	9	93	4	9

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences in actions or services this year and the student received services without interruption.

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

Improve computer literacy/basic computer skills through completing an online course, using online resources embedded in curriculum.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 7: Course Access (Conditions of Learning)
                     Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

<table>
<tr><th>Expected</th><th>Actual</th></tr>
<tr><td>

Metric/Indicator

* Online course completion
* Online course enrollment
* Online course availability

18-19

Online course completion rate will increase (Priority 8)
Online course enrollment will increase (Priority 7)
Online course available (Priority 7)

</td><td>

Below are the annual results for the schoo:

Goal #3 Metrics	2016-2017	2017-2018	Progress
Online Enrollment	476	842	Increased Significantly
Online Completion	69.32%	88.13%	Increased Significantly
Online Course Access	100%	100%	Maintained

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	Expected	Actual

Baseline
Baseline data reported:

Goal #3 Metrics	2016-2017
Online Enrollment – Priority #7	209
Online Completion – Priority #7	55.72%
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	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Increase academic and social/emotional support services for Foster Youth, Low Income and English Learners: Lab and small group 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	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 Tech Tutor is available to students during school hours. A variety of incentives were employed, including snacks for students attending school.	Certificated and Benefits $138,408.00 Classified and Benefits $31,198.00 Materials for incentives $3,547.00 Materials, Hardware, Software $4,635.00 Transportation $750.00	Certificated and Benefits $144,387.00 Classified and Benefits $33,588.00 Materials for incentives $3,421.00 Materials, Hardware, Software $5,111.00 Transportation $805.00

Online program and materials, including computers and mobile devices	The online program is still growing and more support is needed for technology.
Provide transportation assistance	Students receive transportation assistance if needed through the local public bus service.

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide an intervention and support program for English Learners and Redesignated FEP: EL tutor support and clerical support Provide professional development for certificated and classified staff to implement intervention program for EL/RFEP. Purchase materials, hardware and software for EL intervention program	Provide an intervention and support program for English Learners and RFEP students: Virtual 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 ELD Read Smart is a curriculum online that we hope to purchase in the future.	Classified and Benefits $8,451.00 Professional Development $111,750.00 Materials, Hardware, Software $1,227.00	Classified and Benefits $9,098.00 Professional Development $77,775.00 Materials, Hardware, Software $1,353.00

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 and Benefits $591,914.00	Certificated and Benefits $568,660.00

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.

Safe and secure facilities are required to maintain an effective educational program.

Educational materials are required to maintain an effective program.

Certificated teachers employ a variety of techniques to reach students.

The SRS has provided assistance to students who have had difficulties attending school.

All students are provided standards-aligned curriculum in all subject areas.

Many modes of professional development have been used to support students. PLC's look at data and share best practices.

Facilities are safe and secure to maintain an effective educational program.

Educational materials are used to maintain an effective educational program.

Classified and Benefits $90,198.00

Curriculum Development $7,347.00

Facilities $221,985.00

Materials, Hardware, Software $113,041.00

Professional Development $333,453.00

Classified and Benefits $101,068.00

Curriculum Development $2,960.00

Facilities $151,767.00

Materials, Hardware, Software $71,757.00

Professional Development $1,078,325.00

Analysis

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

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

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 students enroll in an online class when they complete orientation.

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 increased compared to the previous year. There are now multiple pathways for students to access support for the online education curriculum and that increases the levels of participation.

Goal #3 Metrics	2016-2017	2017-2018	Progress
Online Enrollment	476	842	Increased Significantly
Online Completion	69.32%	88.13%	Increased Significantly
Online Course Access	100%	100%	Maintained

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences in actions or services this year and the students received services without interruption.

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 college and 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

<table>
<tr><td align="center">Expected</td><td align="center">Actual</td></tr>
<tr><td valign="top">

Metric/Indicator

* CTE and CRS enrollment
* Individual Learning Plans
* Standards implementation and ELD courses developed

18-19

Increase common core or ELD courses completed (Priority 2)
Increase the number of students enrolling in Career Tech Ed or Career Ready Skills courses (Priority 7)
All students have Individual Learning Plans (Priority 7)

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Below are the annual results for the school:

Goal #4 Metrics	2016-2017	2017-2018	Progress
CTE & Basic CTE Course Enrollment	381	666	Increased Significantly
Individual Learning Plans with CTE incorporated	63%	75%	Increased Significantly
Implementation of state academic standards and EL courses.	3.0 out of 5.0	3.2 out of 5.0	Initial Implementation

</td></tr>
</table>

	Expected	Actual

Expected **Actual**

Baseline
Baseline data reported:

Goal #4 Metrics	2016-2017
CTE & Basic CTE Course Enrollment – Priority #7	598
Individual Learning Plans with CTE -Priority #7	63.71%
Implementation of standards. – Priority #2	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	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Increase academic and social/emotional support services for Foster Youth, Low Income and English Learners: Lab and small group teachers for CTE 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	Increase academic and social/emotional support services for low income, foster youth, and English Learners: The CTE teachers are working with students. Counselors support students have been available at every center to assist students. The Tech Tutor is available to students during school hours. A variety of incentives were employed, including snacks for students attending school.	Certificated and Benefits $251,212.00 Classified and Benefits $56,219.00 Materials - incentives $6,408.00 Materials, Hardware, Software $8,455.00 Transportation $4,753.00	Certificated and Benefits $262,065.00 Classified and Benefits $60,525.00 Materials - incentives $6,181.00 Materials, Hardware, Software $9,324.00 Transportation $5,103.00

CTE program and materials Provide transportation assistance	The CTE program is still growing and more support is needed for technology. Students receive transportation assistance if needed through the local public bus service.

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide an intervention and support program for English Learners and Redesignated FEP: EL tutor support and clerical support Provide professional development for certificated and classified staff to implement intervention program for EL/RFEP. Purchase materials, hardware and software for EL intervention program	Provide an intervention and support program for English Learners and RFEP students: The tutors supports students with CTE as needed. Many modes of professional development have been used to support students. PLCs use data to discuss next steps with subgroup students. The ELD Read Smart is a curriculum online that we hope to purchase in the future.	Classified and Benefits $15,268.00 Professional Development $67,681.00 Materials, Hardware, Software $1,227.00	Classified and Benefits $16,437.00 Professional Development $47,104.00 Materials, Hardware, Software $1,353.00

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 and Benefits $530,683.00	Certificated and Benefits $509,835.00

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.

Safe and secure facilities are required to maintain an effective educational program for CTE program

Educational materials are required to maintain an effective program.

Personalized Learning Plan based on a wide course of study using standards-aligned instructional materials, including CTE. No Cost.

Certificated teachers employ a variety of techniques to reach students.

The SRS has provided assistance to students who have had difficulties attending school.

All students are provided standards-aligned curriculum in all subject areas.

Many modes of professional development have been used to support students. PLC's look at data and share best practices.

Facilities are safe and secure to maintain an effective educational program.

Educational materials are used to maintain an effective educational program.

Many of the students have an Individualized Learning plan that include CTE coursework.

Classified and Benefits $144,314.00

Curriculum Development $4,083.00

Professional Development $82,919.00

Facilities $937,406.00

Materials, Hardware, Software $169,562.00

Classified and Benefits $161,706.00

Curriculum Development $1,645.00

Professional Development $268,145.00

Facilities $640,889.00

Materials, Hardware, Software

$107,636.00

Analysis

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

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

The Career Technology Education program has been growing in its offerings and participation is increasing. We expect all of our students to take the Career Readiness course. It is still a challenge to enroll sub-group students in high numbers, but we continue with our outreach and career planning efforts. We had additional field trips, along with career and college activities this year. Also, The small classroom option, like the CTE programs, has helped the quality of the program and we hope to build upon it next year.

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

As a result of our implementation, the enrollment in CTE courses and Career Readiness course has increased. The percentage of students with CTE in their Learning Plan has also increased, because teachers promote those courses for students. Course completion has also significantly improved as students' interest and engagement are elevated by this course work.

Goal #4 Metrics	2016-2017	2017-2018	Progress
CTE & Basic CTE Course Enrollment	381	666	Increased Significantly
Individual Learning Plans with CTE incorporated	63%	75%	Increased Significantly
Implementation of state academic standards and EL courses.	3.0 out of 5.0	3.2 out of 5.0	Initial Implementation

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences in actions or services this year and the student received services without interruption.

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 3: Parental Involvement (Engagement)
                      Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

* Stakeholder participation data
* Client Survey Results
* Evidence of engagement

18-19

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

Actual

Below are the annual results for the school:

Goal #5 Metrics	2016-2017	2017-2018	Progress
Open House & Awards	63	77	Met
PAC/ELAC Participation	30	21	Met
Parent Conferences/ Orientation	125	250	Met
Student Survey	99% Feel Safe 96% Feel Connected 98% Feel Satisfied	97% Feel Safe 91% Feel Connected 93% Feel Satisfied	Met Met
Parent Survey – Engagement	65% Feel Encouraged to Participate	73% Feel Encouraged to Participate	Met

	Expected		Actual

Baseline
Baseline data reported:

Goal #5 Metrics	2016-2017
Open House & Awards – Priority #3	63
PAC Participation – Priority #3	30
Parent Conferences/ Orientation – Priority #3	125
Student Survey - – Priority #6	99% Feel Safe 96% Feel Connected 98% Feel Satisfied
Parent Survey – Engagement – Priority #3	65% Feel Encouraged to Participate

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Establish partnerships and engage in outreach to community through community liaison and staff outreach. Development of a calendar of events. Communicate scheduled events. Open House and Award nights.	The school continues to reach out to local partnerships for services that add value to the student experience. We also participate in community events as the opportunity arises. School calendar was developed. Parents were communicate with through flyers and notes home.	Classified wages and benefits $60,131.00 Materials $18,841.00 Contracted Services - Communications $13,637.00	Classified wages and benefits $67,378.00 Materials $11,960.00 Contracted Services - Communications $46,516.00

Collect stakeholder input as measured by an annual survey. Develop baseline completion data. Communication of Program	School events happened this year. Surveys have been developed and implemented. Multiple forms of communication methods are used to communicate with parents.

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Communication outreach and translation services in primary language by staff. Transportation for those in need.	Overall, we met expectations in all of our metrics for this goal. As a result of our implementation this year, we saw an increase our English Learner Parent Advisory and input into the school program. The number of participants in school activities such as Open House and Awards was increased this year. Parents expressed that the feel encouraged to participate in the school activities.	Classified wages and benefits $50,041.00 Transportation $1,501.00	Classified wages and benefits $53,874.00 Transportation $1,612.00

Analysis

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

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

This year there was a good amount of participation in the school awards program, parent conferences and ELAC meetings. Parents were communicate with through flyers and notes home. Our community liaison provided added value in community and parent outreach, but it is still a significant challenge to effectively engage all of our parents. We continue to employ multiple methods to communicate school activities through Parent Square, translations, flyers, and engaging activities.

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

Overall, we met expectations in all of our metrics for this goal. As a result of our implementation this year, we saw an increase our English Learner Parent Advisory and input into the school program. The number of participants in school activities such as Open House and Awards was increased this year. Parents expressed that the feel encouraged to participate in the school activities.

Goal #5 Metrics	2016-2017	2017-2018	Progress
Open House & Awards	63	77	Met
PAC/ELAC Participation	30	21	Met
Parent Conferences/ Orientation	125	250	Met
Student Survey	99% Feel Safe 96% Feel Connected 98% Feel Satisfied	97% Feel Safe 91% Feel Connected 93% Feel Satisfied	Met Met
Parent Survey – Engagement	65% Feel Encouraged to Participate	73% Feel Encouraged to Participate	Met

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

This year there were no material differences.

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 November 14, 2018 the Parent Advisory Committee and English Learner Advisory Committee met and learned about the LCAP goals and provided input into the actions and services for the goals. The meeting addressed the following items: ELPAC testing, English Intensive, ELL students, Student Accountability Report Card, CTE classes and Dual enrollment. 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.

In September of 2018, 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.

5/15/19-At the awards ceremony-parents were asked to share their feedback and give input to how we can better support the students. We also held our ELAC/PAC that morning since parents were already at the site. Progress on the LCAP goals was shared and parents were asked for their input and feedback on future actions and services for relating to the goals. Parents received a copy of the LCFF Budget Overview for Parents. This was given to them as a way to be transparent with how the funds are used in the school. School data was shared and they provided ideas which had an impact on the LCAP. Results from the parent consult is shared in the next section of the LCAP.

The Students, Staff and Administration met:

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. The parents impacted the LCAP by suggesting the following:
- Hire additional teachers to maximize instructional minutes
- Hire additional staff to increase monitoring of student progress
- Hire additional tutors to increase one-one-one support
- Increased communication on credit completion
- Increase college and career-counseling
- Increase online course offerings
- Increase CTE courses offered
- Additional field trips to colleges
- Increase communication in Spanish and additional opportunities, like academic conferences
- Developing additional opportunities for parental involvement

Staff impacted the LCAP by suggesting:

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
- Bringing in more opportunities for post-secondary preparation and success
- More tutor support for students who are falling behind.
- An increased instructional minutes through the increase of educational staff
- Training on supporting the school's specific English Learner population

- An expansion of the use of technology, CTE and online course offerings
- An increase in CTE course offerings and field opportunities
- Create system-wide approach to proactively supporting students and connecting parents

Students impacted the LCAP:

The students impacted the LCAP by suggesting the following:
- Increase online course offerings
- Increase CTE courses offered
- Provide extra-curricular or elective opportunities will foster engagement, retention and a positive school culture.
- Provide student incentives for high attendance or hitting credit goals that students like.
- Provide a basic computer workshop/class.
- Increase field trips to colleges and universities.
- College awareness workshops
- Additional field trips to area colleges
- Hire a counselor to provide post-secondary, academic, and social emotional support
- Hire an additional school counselor to help with parent involvement.

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 is often irregular for a variety of reasons. Regular attendance needs to increase, 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 * Attendance rate * Dropout rate * Suspension rate * Expulsion rate * Facilities Inspection Results	Baseline data reported:	School Facilities rating is Exemplary (Priority 1) Retention rate will increase (Priority 5) Attendance rate will be 85% or higher (Priority 5)	School Facilities rating is Exemplary (Priority 1) Retention rate will increase (Priority 5) Attendance rate will be 85% or higher (Priority 5)	School Facilities rating is Exemplary (Priority 1) Retention rate will increase (Priority 5) Attendance rate will be 85% or higher (Priority 5)

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

Baseline table:

Goal #1 Metrics	2016-2017
Retention Rate - Priority #5	76.20
Attendance Rate 85% - Priority #5	90.26
Dropout Rate - Priority #5	10.80%
Suspension & Expulsion - Priority #6	Suspensions: 0 Expulsions: 0
School Facilities - Priority #1	Exemplary

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

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
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: 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. Provide transportation assistance	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: 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 Provide transportation assistance	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: 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 Provide transportation assistance

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$27,208	$322,021.00	$338,022.00
Budget Reference	Classified, SRS, Tutors and others	Classified, SRS, Tutors and others	Classified, SRS, Tutors and others

Amount	$5,024	$48,801.00	$51,449.00
Budget Reference	Certificated Counseling	Certificated Counseling	Certificated Counseling
Amount	$384	$1,908.00	$2,103.00
Budget Reference	Materials, Supplies	Materials, Supplies	Materials, Supplies
Amount	$494	$1,500.00	$1,760.00
Budget Reference	Transportation	Transportation	Transportation

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

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

Limited to Unduplicated Student Group(s)

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
Provide an intervention and support program for our English Learners:	Provide an intervention and support program for English Learners:	Provide an intervention and support program for English Learners:

Provide professional development for certificated and classified staff to implement intervention program for EL/RFEP. Purchase materials, hardware and software for intervention program Small group teachers and labs for EL, ELA and mathematics	Provide professional development for certificated and classified staff to implement intervention program for EL/RFEP. Purchase materials, hardware and software for EL intervention program Small group teachers and labs for EL, ELA and mathematics	Provide professional development for certificated and classified staff to implement intervention program for EL/RFEP. Purchase materials, hardware and software for EL intervention program Small group teachers and labs for EL, ELA and mathematics

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$4,997	$47,748.00	$50,339.00
Budget Reference	Professional Development	Professional Development	Professional Development
Amount	$384	$1,908.00	$2,103.00
Budget Reference	Materials, Hardware and Software	Materials, Hardware and Software	Materials, Hardware and Software
Amount	$22,375	$217,340.00	$229,135.00
Budget Reference	Certificated salaries and benefits	Certificated salaries and benefits	Certificated salaries and 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)

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

All	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	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
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. Educational materials are required to maintain an effective program. Safe and secure facilities are required to maintain an effective educational 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. Educational materials are required to maintain an effective program. Safe and secure facilities are required to maintain an effective educational 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. Educational materials are required to maintain an effective program. Safe and secure facilities are required to maintain an effective educational program.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$306,061	$668,660.00	$695,786.00
Budget Reference	Certificated Salaries and Benefits	Certificated Salaries and Benefits	Certificated Salaries and Benefits
Amount	$84,083	$270,590.00	$285,275.00
Budget Reference	Classified and Benefits	Classified and Benefits	Classified and Benefits
Amount	$4,111	$8,981.00	$9,346.00
Budget Reference	Curriculum Development	Curriculum Development	Curriculum Development
Amount	$14,574	$31,281.00	$33,476.00
Budget Reference	Professional Development	Professional Development	Professional Development
Amount	$135,795	$273,845.00	$288,706.00
Budget Reference	Materials, Hardware, Software	Materials, Hardware and Software	Materials, Hardware, Software
Amount	$276,591	$593,657.00	$635,323.00
Budget Reference	Facilities	Facilities	Facilities

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)
                      Priority 5: Pupil Engagement (Engagement)

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 * Properly credentialed teachers, correctly assigned teachers and vacancies. * English learner reclassification rate * Graduation rate	Baseline data reported: 	Goal #2 Metrics	2016-2017
Average Credit Completion – Priority #4	3.74 Overall Courses
English Learner Reclassify – Priority #4	TBD
Highly Qualified Priority #1	100%
Graduate Data	2016-2017
Increase Graduation Rate – Priority #5	31%		Increase number of credits completed (Priority 4) 100% highly qualified staff (Priority 1) Increase English Learner reclassification rate (Priority4)	Increase number of credits completed (Priority 4) 100% highly qualified staff (Priority 1) Increase English Learner reclassification rate (Priority 4)	Increase number of credits completed (Priority 4) 100% highly qualified staff (Priority 1) Increase English Learner reclassification rate (Priority 4)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		Graduation rate increases (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	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

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.

Establish an integrated intervention/incentive system

Read 180 program and materials

Provide transportation assistance

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.

Establish an integrated intervention/incentive system

Read 180 program and materials

Provide transportation assistance

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.

Establish an integrated intervention/incentive system

Read 180 program and materials

Provide transportation assistance.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$56,555	$549,349.00	$579,162.00
Budget Reference	Certificated salaries and benefits	Certificated salaries and benefits	Certificated salaries and benefits
Amount	$11,229	$132,901.00	$139,505.00
Budget Reference	Classified wages and benefits	Classified wages and benefits	Classified wages and benfits
Amount	$851	$4,228.00	$4,660.00
Budget Reference	Material, Hardware, Software: Read 180	Materials, Hardware, Software - including Read 180	Materials, Hardware, Software - including Read 180

Amount	$961	$2,919.00	$3,424.00
Budget Reference	Transportation	Transportation	Transportation

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

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

Limited to Unduplicated Student Group(s)

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
Provide an intervention and support program for English Learners and Redesignated FEP: Lab and small groups teachers for EL, ELA and mathematics EL Lead Teacher and Regional Support EL tutor support and clerical support	Provide an intervention and support program for English Learners and Redesignated FEP: Lab and small groups teachers for EL, ELA and mathematics EL Lead Teacher and Regional Support EL tutor support and clerical support	Provide an intervention and support program for English Learners and Redesignated FEP: Lab and small groups teachers for EL, ELA and mathematics EL Lead Teacher and Regional Support EL tutor support and clerical support

Provide professional development for certificated and classified staff to implement intervention program for EL/RFEP. Purchase materials, hardware and software for EL intervention program	Provide professional development for certificated and classified staff to implement intervention program for EL/RFEP. Purchase materials, hardware and software for EL intervention program	Provide professional development for certificated and classified staff to implement intervention program for EL/RFEP. Purchase materials, hardware and software for EL intervention program

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$11,119	$108,005.00	$113,866.00
Budget Reference	Certificated salaries and benefits	Certificated salaries and benefits	Certificated salaries and benefits
Amount	$3,020	$35,743.00	$37,519.00
Budget Reference	Classified wages and benefits	Classified wages and benefits	Classified wages and benefits
Amount	$49,911	$476,917.00	$502,799.00
Budget Reference	Professional Developmnet	Professional Development	Professional Developmnet
Amount	$82	$407.00	$449.00
Budget Reference	Materials, Hardware, Software	Materials, Hardware, Software	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)

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 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. Safe and secure facilities are required to maintain an effective 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. Safe and secure facilities are required to maintain an effective 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. Educational materials are required to maintain an effective program. Safe and secure facilities are required to maintain an effective educational program.

Local Benchmarks and assessments for ELA, mathematics, science, and social science, including NWEA.	Local Benchmarks and assessments for ELA, mathematics, science, and social science, including NWEA.	Local Benchmarks and assessments for ELA, mathematics, science, and social science. NWEA

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$822,142	$1,796,155.00	$1,869,022.00
Budget Reference	Certificated salaries and benefits	Certificated salaries and benefits	Certificated Salaries and benefits
Amount	$48,581	$156,340.00	$164,824.00
Budget Reference	Classified wages and benefits	Classified wages and benefits	Classified wages and benefits
Amount	$19,059	$41,639.00	$43,328.00
Budget Reference	Curriculum Development	Curriculum Development	Curriculum Development
Amount	$75,629	$162,325.00	$173,718.00
Budget Reference	Professional Development	Professional Development	Professional Development
Amount	$356,331	$764,806.00	$818,484.00
Budget Reference	Facilities	Facilities	Facilities
Amount	$93,425	$188,401.00	$198,626.00
Budget Reference	Materials, Hardware, Software - including assessments	Materials, Hardware, Software - including assessments	Materials, Hardware, Software - including assessments

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

Improve computer literacy/basic computer skills through completing an online course, using online resources embedded in curriculum.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

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 an online course to demonstrate their proficiency.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
* Online course completion * Online course enrollment * Online course availability	Baseline data reported: 	Goal #3 Metrics	2016-2017
---	---
Online Enrollment – Priority #7	209
Online Completion – Priority #7	55.72%
Online Course Access – Priority #7	100%		Online course completion rate will increase (Priority 8) Online course enrollment will increase (Priority 7) Online course available (Priority 7)	Online course completion rate will increase (Priority 8) Online course enrollment will increase (Priority 7) Online course available (Priority 7)	Online course completion rate will increase (Priority 8) Online course enrollment will increase (Priority 8) Online course available (Priority 7)

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

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

Lab and small group teachers for Online program

2018-19 Actions/Services

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

Lab and small group teachers for Online program

2019-20 Actions/Services

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

Lab and small group 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 Provide transportation assistance	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 Provide transportation assistance	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 Provide transportation assistance

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$14,249	$138,408.00	$145,919.00
Budget Reference	Certificated and Benefits	Certificated and Benefits	Certificated and Benefits
Amount	$2,636	$31,198.00	$32,749.00
Budget Reference	Classified and Benefits	Classified and Benefits	Classified and Benefits
Amount	$714	$3,547.00	$3,910.00
Budget Reference	Materials incentives	Materials for incentives	Materials - incentives
Amount	$933	$4,635.00	$5,109.00
Budget Reference	Materials, Hardware, Software	Materials, Hardware, Software	Materials, Hardware, Software

Amount	$247	$750.00	$880.00
Budget Reference	Transportation	Transportation	Transportation

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)	**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	Limited to Unduplicated Student Group(s)	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
Provide an intervention and support program for English Learners and Redesignated FEP: EL tutor support and clerical support 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: EL tutor support and clerical support 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: EL tutor support and clerical support Provide professional development for certificated and classified staff to implement intervention program for EL/RFEP.

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$714	$8,451.00	$8,870.00
Budget Reference	Classified and Benefits	Classified and Benefits	Classified and Benefits
Amount	$11,695	$111,750.00	$117,814.00
Budget Reference	Professional Development	Professional Development	Professional Development
Amount	$247	$1,227.00	$1,353.00
Budget Reference	Materials, Hardware, Software	Materials, Hardware, Software	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

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	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
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. Safe and secure facilities are required to maintain an effective 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. Safe and secure facilities are required to maintain an effective 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. Safe and secure facilities are required to maintain an effective educational program. Educational materials are required to maintain an effective program.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$270,933	$591,914.00	$615,927.00
Budget Reference	Certificated and benefits	Certificated and Benefits	Certificated and Benefits

Amount	$28,028	$90,198.00	$95,093.00
Budget Reference	Classified and benefits	Classified and Benefits	Classified and Benefits
Amount	$3,363	$7,347.00	$7,645.00
Budget Reference	Curriculum Development	Curriculum Development	Curriculum Development
Amount	$103,425	$221,985.00	$237,565.00
Budget Reference	Facilities	Facilities	Facilities
Amount	$56,055	$113,041.00	$119,175.00
Budget Reference	Materials, Hardware, Software	Materials, Hardware, Software	Materials, Hardware, Software
Amount	$155,359	$333,453.00	$356,856.00
Budget Reference	Professional Development	Professional Development	Professional Development

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 college and 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 either college or 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 CRS enrollment * Individual Learning Plans * Standards implementation and ELD courses developed	Baseline data reported: **Goal #4 Metrics / 2016-2017** CTE & Basic CTE Course Enrollment – Priority #7: 598 Individual Learning Plans with CTE -Priority #7: 63.71% Implementation of standards. – Priority #2: 100%	Increase common core or ELD courses completed (Priority 2) Increase the number of students enrolling in Career Tech Ed or Career Ready Skills courses (Priority 7)	Increase common core or ELD courses completed (Priority 2) Increase the number of students enrolling in Career Tech Ed or Career Ready Skills courses (Priority 7)	Increase common core or ELD courses completed (Priority 2) Increase the number of students enrolling in Career Tech Ed or Career Ready Skills courses (Priority 7)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		All students have Individual Learning Plans (Priority 7)	All students have Individual Learning Plans (Priority 7)	All students have Individual Learning Plans (Priority 7)

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	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

Increase academic and social/emotional support services for Foster Youth, Low Income and English Learners: Lab and small group teachers for CTE 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 CTE program and materials Provide transportation assistance	Increase academic and social/emotional support services for Foster Youth, Low Income and English Learners: Lab and small group teachers for CTE 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 CTE program and materials Provide transportation assistance	Increase academic and social/emotional support services for Foster Youth, Low Income and English Learners: Lab and small group teachers for CTE 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 CTE program and materials Provide transportation assistance

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$25,862	$251,212.00	$264,844.00
Budget Reference	Certificated and Benefits	Certificated and Benefits	Certificated and Benefits
Amount	$4,750	$56,219.00	$59,012.00
Budget Reference	Classified and Benefits	Classified and Benefits	Classified and Benefits
Amount	$1,290	$6,408.00	$7,064.00
Budget Reference	Material - incentives	Materials - incentives	Materials - incentives

Amount	$1,702	$8,455.00	$9,320.00
Budget Reference	Materials, Hardware, Software	Materials, Hardware, Software	Materials, Hardware, Software
Amount	$1,565	$4,753.00	$5,576.00
Budget Reference	Transportation	Transportation	Transportation

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

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

Limited to Unduplicated Student Group(s)

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

Provide professional development for certificated and classified staff to implement intervention program for EL/RFEP. Purchase materials, hardware and software for EL intervention program	Provide professional development for certificated and classified staff to implement intervention program for EL/RFEP. Purchase materials, hardware and software for EL intervention program	Provide professional development for certificated and classified staff to implement intervention program for EL/RFEP. Purchase materials, hardware and software for EL intervention program

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$1,290	$15,268.00	$16,026.00
Budget Reference	Classified and Benefits	Classified and Benefits	Classified and Benefits
Amount	$7,083	$67,681.00	$71,353.00
Budget Reference	Professional Development	Professional Development	Professional Development
Amount	$247	$1,227.00	$1,353.00
Budget Reference	Materials, Hardware, Software	Materials, Hardware, Software	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)

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)

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

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 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. Safe and secure facilities are required to maintain an effective educational program for CTE program Educational materials are required to maintain an effective program. Personalized Learning Plan based on a wide course of study using standards-aligned instructional materials, including CTE. No Cost.	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. Safe and secure facilities are required to maintain an effective educational program for CTE program Educational materials are required to maintain an effective program. Personalized Learning Plan based on a wide course of study using standards-aligned instructional materials, including CTE. No Cost.	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. Safe and secure facilities are required to maintain an effective educational program for CTE program Educational materials are required to maintain an effective program. Personalized Learning Plan credit completion rate based on a wide course of study using standards-aligned instructional materials.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$242,906	$530,683.00	$552,212.00
Budget Reference	Certificated and Benefits	Certificated and Benefits	Certificated and Benefits
Amount	$44,844	$144,314.00	$152,146.00
Budget Reference	Classified and Benefits	Classified and Benefits	Classified and Benefits
Amount	$1,869	$4,083.00	$4,249.00
Budget Reference	Curriculum Development	Curriculum Development	Curriculum Development
Amount	$38,633	$82,919.00	$88,739.00
Budget Reference	Professional Development	Professional Development	Professional Development
Amount	$436,747	$937,406.00	$1,003,198.00
Budget Reference	Facilities	Facilities	Facilities
Amount	$84,083	$169,562.00	$178,764.00
Budget Reference	Materials, Hardware, Software	Materials, Hardware, Software	Materials, Hardware, Software

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 3: Parental Involvement (Engagement)
                      Priority 6: School Climate (Engagement)

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 * Client Survey Results * Evidence of engagement	Baseline data reported:	Stakeholder involvement will increase (Priority 3) Survey data will reveal high satisfaction (Priority 6) School communication will support engagement (Priority 3)	Stakeholder involvement will increase (Priority 3) Survey data will reveal high satisfaction (Priority 6) School communication will support engagement (Priority 3)	Stakeholder involvement will increase (Priority 3) Survey data will reveal high satisfaction (Priority 6) School communication will support engagement (Priority 3)

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

Goal #5 Metrics	2016-2017
Open House & Awards – Priority #3	63
PAC Participation – Priority #3	30
Parent Conferences/ Orientation – Priority #3	125
Student Survey - – Priority #6	99% Feel Safe 96% Feel Connected 98% Feel Satisfied
Parent Survey – Engagement – Priority #3	65% Feel Encouraged to Participate

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)

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
New Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Establish partnerships and engage in outreach to community through community liaison and staff outreach. Development of a calendar of events. Communicate scheduled events. Open House and Award nights. Collect stakeholder input as measured by an annual survey. Develop baseline completion data. Communications for program	Establish partnerships and engage in outreach to community through community liaison and staff outreach. Development of a calendar of events. Communicate scheduled events. Open House and Award nights. Collect stakeholder input as measured by an annual survey. Develop baseline completion data. Communication of Program	Establish partnerships and engage in outreach to community through community liaison and staff outreach. Development of a calendar of events. Communicate scheduled events. Open House and Award nights. Collect stakeholder input as measured by an annual survey. Develop baseline completion data. Communications of program

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$18,685	$60,131.00	$63,394.00
Budget Reference	Classified wages and benefits	Classified wages and benefits	Classified wages and benefits
Amount	$9,343	$18,841.00	$19,864.00
Budget Reference	Materials, Hardware, Software	Materials	Materials

Amount	$6,353	$13,637.00	$14,591.00
Budget Reference	Contracted Services - Communications	Contracted Services - Communications	Contracted Services - Communications

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)	**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	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Communication outreach and translation services in primary language by staff. Transportation for those in need.	Communication outreach and translation services in primary language by staff. Transportation for those in need.	Communication outreach and translation services in primary language by staff. Transportation for those in need.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$4,228	$50,041.00	$52,527.00
Budget Reference	Classified wages and benefits	Classified wages and benefits	Classified wages and benefits
Amount	$494	$1,501.00	$1,760.00
Budget Reference	Transportaiton	Transportation	Transportation

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$2,782,915.00	31.36%

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
- SGI program increased with Read 180
- SGI program increased with Math 180
- Trauma informed practices, training and implementation
- Additional staff and/or services for socio-emotional support
- Professional development and curriculum for English learner
- The CTE program was built up

- Nutritional services for students as needed
- 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 outline 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

$2,714,426.00

Percentage to Increase or Improve Services

32.80%

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 $2,714,426.00 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:

- Trauma informed practices, training and implementation
- Additional staff and/or services for socio-emotional support
- Intervention Math 180 with SGI teachers
- Intervention Read 180 with SGI teachers
- English learner curriculum upgrade Edge with myNGconnect
- Increased meal services for students as needed
- Additional experiences for student success and leadership
- Mentoring
- Tutoring
- Increased transportation for students as needed
- Increased technology to support CTE and Online programing

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 it will receive $2,714,426.00 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 at 32.80% and they have demonstrated that they have met the proportional percentage by spending all supplemental and concentration funds allocated, on services for the unduplicated student population, as outline in the LCAP. The LCAP demonstrates that funds are principally directed to the needs of our unduplicated students.

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$824,214.00	13.10%

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 $824,214 in Supplemental and Concentration funding under the Local Control Funding Formula. These expenditures include additional counseling, tutoring, mentoring, interventions, and technology upgrades to serve our at-risk and mobile population.

The school has calculated it will receive $824,214 in Supplemental and Concentration funding under the Local Control Funding Formula. Their proportional percentage has been calculated at 13.10% and they have demonstrated they have met the proportional percentage by spending all supplemental and concentration funds allocated, on services for the unduplicated student population as outlined in the Goals Actions and Services section.

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

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

Plan Summary

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

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

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

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

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under EC Section 52064.5.

Comprehensive Support and Improvement

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

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

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

- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

> Using actual annual measurable outcome data, including data from the California School Dashboard, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.
>
> - Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
>
> - Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
>
> - Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
>
> - Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. EC identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. EC requires

charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, EC Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. (Link to State Priorities)

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

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

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

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

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

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

- Enter "Modified Action" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.

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

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.

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

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

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;

B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and

C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

A. The implementation of state board adopted academic content and performance standards for all students, which are:

    a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts

    b. Mathematics – CCSS for Mathematics

    c. English Language Development (ELD)

    d. Career Technical Education

    e. Health Education Content Standards

    f. History-Social Science

    g. Model School Library Standards

    h. Physical Education Model Content Standards

    i. Next Generation Science Standards

    j. Visual and Performing Arts

    k. World Language; and

B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;

B. How the school district will promote parental participation in programs for unduplicated pupils; and

C. How the school district will promote parental participation in programs for individuals with exceptional needs.

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

A. Statewide assessments;

B. The 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?

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