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
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2017-20 Plan Summary

The Story

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

California Virtual Academy at Sutter is an online, public charter school with a mission to foster relationships and build a community of engaged learners through dynamic, high-quality instruction. Working in partnership with students, parents/learning coaches, teachers, and leaders, we will ensure instructional excellence and high standards for student achievement.

We serve a diverse group of approximately 865 students in grades TK through 12. Our student population is 2.5% English Learner (EL) and 61.3% of our students have been identified as socioeconomically disadvantaged. Our student population is made up of many ethnicities with the majorities identifying as 52.4% White, 11.1% Hispanic or Latino, and 14.5% African-American. Approximately 11.8% of our students qualify for Special Education services.

LCAP Highlights

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

The California Virtual Academy @ Sutter stakeholders have identified three goals as a focus:

Goal #1: Increase proficiency and mastery of grade level outcomes for all students in grades TK-12 in math and language arts.

Goal #2: Increase student achievement and family engagement, as well as participation in school activities and decision-making, by building a school community that fosters a positive school environment which supports daily attendance, as well as increased course pass and graduation rates.

> Goal #3: All students will be taught by highly qualified teachers, and will have access to and instruction using standards-based curriculum.

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

On the CAASPP Smarter Balanced Assessment in English Language Arts, Students with Disabilities showed a significant increase in performance. African American, Hispanic, and Students identified as two or more races also showed increases. On the CAASPP Smarter Balanced Assessment in Math in Hispanic students and students identified as two or more races showed increases. Overall the graduation rates of students increased by 13%, with rates of Hispanic students increasing significantly. Our schools suspension rate maintained at 0%.

The LEA plans to maintain to build upon these successes by continuing to offer individualized learning plans to meet the needs of all students enrolled in our program, utilizing a Response to Intervention Model to determine the level of support that each student needs in Math and ELA. High school students receive a graduation plan to ensure they are on the appropriate course placement path to graduation. Students designated as LTEL attend targeted class connect sessions focused on building academic vocabulary.

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

On the CAASPP Smarter Balanced Assessment in English Language Arts, overall all CAVA @ Sutter students scored low. Students with Disabilities demonstrated the greatest area of need in ELA, as well as Socioeconomically Disadvantaged and White students. African American and Hispanic students also scored low. Similarly, on the CAASPP Smarter Balanced Assessment in Math, overall all CAVA @ Sutter students scored low. Students with Disabilities scored very low, but maintained from the previous year. Socioeconomically Disadvantaged, African American, Hispanic and White students also scored low. Graduation rates for CAVA @ Sutter students remain very low at a rate of 59.3%.

The LEA plans to address the areas of need by continuing to utilize a universal screening process for early identification of students who are struggling in Math and ELA to make informed decisions to provide targeted instructional support following the RTI model. The ELD department will also provide

targeted instruction support for EL and LTEL students. The Special Education Department will hold and review IEPs to ensure that students are receiving SAI instructional sessions aligned with their IEP goals, as well as hold collaboration meetings with GE staff to ensure needed modifications and accommodations are applied in the GE setting. High school teachers will provide remedial academic classes to support students in need, and frequently review and update graduation plans to ensure student is on track to graduate. FAST teams will provide support to families who are struggling with meeting daily requirements.

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

In English Language Arts, there was no student group identified as having a performance level two or more levels below the 'all student' performance. On the CAASPP Smarter Balanced Assessment in Math, African American students demonstrated a gap in performance of one performance level below 'all students' and a decline from the previous year.

The LEA plans to address these performance gaps by continuing to utilize a universal screening process for early identification of students who are struggling in Math and ELA to make informed decisions to provide targeted instructional support following the RTI model. Students who are identified as struggling in Math and/or ELA will be supported in targeted instructional sessions to meet their specific needs to ensure verifiable student learning. Teachers will receive professional development on how to utilize the curriculum and RTI process to meet the varying needs of students and appropriately differentiate instruction.

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.

Single School District School - California Virtual Academy @ Sutter

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.

CAVA @ Sutter developed a CSI plan to address the graduation rate (59.3%) based on a school level needs assessment that included state testing data analysis, chronic absenteeism data analysis and stakeholder input. Stakeholder input included surveys and synchronous engagement meetings for parents and students. Teachers, support staff, and administrators participated in data analysis, input surveys, and synchronous meetings.

Teacher analysis of the data began in August 2018 at the in-person Back-to-School Professional Development and continued consistently during monthly staff meetings and data conferences. Teachers worked in grade-level groups to determine areas of need and opportunity in student achievement, graduation rate, and absenteeism. Administrators met twice monthly to review the data and adjust plans.

After reviewing high school course pass rates and credit deficiency reports, it was determined that there is a need to focus specifically on math and building the capacity for teachers with additional instructional and engagement techniques by providing professional development through a math instructional coach and math conferences/PD. New staff have indicated a need for increased training and support in the initial weeks of school and continued training and support in instructional strategies throughout the first year. An examination of passing rates indicates a need for increased opportunities for students to recover credits in math. Further, it was indicated by staff that an area of necessity is support with analyzing data to identify focus areas and action steps at the teacher and student level.

CAVA @ Sutter has seen a 13.1% increase in graduation rate for the last year; however, the graduation rate (Red) is still an area of need for our school. The Socioeconomically Disadvantaged subgroup is Red with a 56.9% graduation rate, which is an increase of 15.3% over last year. The White student subgroup is Red with a 55.8% graduation rate, which is an increase of 9.4% over last year.

Due to the structure of our school, we don't have inequalities between student groups.

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.

CAVA @ Sutter will monitor and evaluate the implementation and effectiveness of the CSI plan through added professional development for new staff, increased capacity of subject level instructional support, and analysis of data throughout the year with regular data meetings at all levels.

New Staff Professional Development:

Build capacity of new staff members by providing release time for professional development and implementation of school and department processes and programs that support academic growth and proficiency in students in the virtual setting. Topics include: instructional strategies, differentiation and progression of learning, time management, communication, data-driven instruction, etc.

Increase Capacity of Teachers in the Area of Math Instruction:

Increase math capacity in our staff with focused professional development and building a culture of mathematics through the use of an instructional consultant.

Data Analysis:

Work with a data consultant to determine the areas of need specific to credit deficient and low performing students and develop action steps at the teacher and student level.

Data to be reviewed by staff on an ongoing basis:
- Course Pass Rate data – weekly and quarterly
- Assessment Data (initial, mid, end of year, interim, CAASPP)
- Student and Teacher Satisfaction surveys
- Teacher surveys before and after math professional development and new teacher trainings

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 proficiency and mastery of grade level outcomes for all students in grades TK-12 in math and language arts.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
                      Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator % of Title students with 1+ year growth on i-Ready Reading Math . **18-19** Reading - 45% Math - 29% **Baseline** N/A	Reading - 41% Math - 35%
Metric/Indicator SBAC ELA grades 3-8 (Distance from Level 3/Standard Met) **18-19** 38 points below level 3 **Baseline** 36.1 points below level 3	30.8 points below standard

Expected	Actual
Metric/Indicator SBAC Math grades 3-8 (Distance from Level 3/Standard Met) **18-19** 80 points below level 3 **Baseline** 80.1 points below level 3	92.8 point below standard
Metric/Indicator College/Career Readiness **18-19** 13.2% **Baseline** N/A	9.9% prepared Of Prepared Students 77.8% Met via Scoring Level 3 33.3% Met via a-g Coursework 11.1% Met via State Seal of Biliteracy
Metric/Indicator Spring HS Course Pass Rate **18-19** 82% **Baseline** 73.5%	83.54%
Metric/Indicator Percent of English Learner (EL) students who are reclassified **18-19** 45% **Baseline** 38.5%	61.1%
Metric/Indicator English Learner Progress **18-19** n/a - fewer than 30 students tested **Baseline** n/a - fewer than 30 students tested	n/a - fewer than 30 students tested
Metric/Indicator % of K2 pupils at/above grade level on i-Ready Reading **18-19**	75.8%

Expected	Actual
78% **Baseline** 72.3%	
Metric/Indicator % of K2 pupils at/above grade level on i-Ready Math **18-19** 65% **Baseline** 49.6%	61.6%
Metric/Indicator Percent of students in grades K-12 achieving a writing rubric score that is on/above grade level by the end of the school year **18-19** 50% **Baseline** N/A	We have not found a consistent way to track writing rubric scores
Metric/Indicator	

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
Professional Development	In Elementary, professional development was centered on Math instructional practices, including targeted instructional sessions for students who are identified as one or more grade level below. Teachers learned how	Teacher salaries, training, materials Supplemental 451,700	Teacher salaries, training, materials LCFF Supplemental and Concentration 262,044.40

to utilize the Structure of Learning Outcomes (SOLO) to differentiate instruction during targeted sessions, and collaborated with their grade level teams to discuss best instructional practices. Continued professional development was offered during the year, both virtually and in-person focusing on Math instructional strategies, Number Talks, higher-level questioning strategies, opportunities to increase student engagement in live instructional sessions, and aligning instruction with the rigor of the CAASPP assessment. Teachers continued collaboration during weekly grade level collaboration meetings and individualized support from their Instructional Coach. Data Conferences were also held monthly with Regional Leads to review class attendance and support with appropriately identifying students in need of greater support.

The Middle School department offered an in-person professional development in August focused on the alignment of ELA and Math curriculum with instruction and how to provide additional support for struggling learners through Math remediation and Writer's Workshops. Teachers reviewed target standards and how to align with the instructional framework. Teachers also reviewed appropriate math instructional

strategies and met with their grade levels to discuss best practices. Professional development continued throughout the year with monthly professional developments and grade level PLCs to extend and revisit the topics covered at their in-person professional development in August.

High School offered multiple forms of professional development throughout the year. In August, teachers met in-person to review CAASPP, Interim Assessments in Math and ELA courses, Instructional leveling and targeted sessions to support struggling learners. Team Collaboration Days were held in December and April focused on the partnerships between Special Education and General Education teachers to support student learning, how to increase student engagement in live instructional sessions, the implementation of peer review, as well as offering time for the department and grade level teams to collaborate together. Data Driven Instruction Meetings were offered throughout the year to focus on engagement strategies, strong start for newly enrolled students, and academic support. Instructional Coaching sessions, including peer observations, were offered throughout the year to discuss strategies for targeted instruction and appropriate grouping of students. PLC

meetings were held frequently to discuss strategies for targeted sessions, the instructional leveling progress and purpose.

The Special Education department met in-person in August to plan for the new school year with a focus placed on how to ensure compliance with due dates and deadlines, and practices to ensure IEPs are implemented with fidelity. Ongoing professional development was offered throughout the year at grade level department meetings, as well as regular meetings with grade level Program Specialists and Mentors. Special Education teachers also received support from designated Instructional Coaches to support best instructional practices in Specialized Academic Support sessions.

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Universal screener and progress monitoring assessment results are used to inform decisions that provide targeted support in our tiered RTI model.	In the elementary department, students in grades K-5 are required to complete the i-Ready Diagnostic Assessment within 2 weeks of enrollment. These results, paired with any available SBAC data from previous years, help teachers to provide targeted support to students at the beginning of the school year. Progress trackers are posted twice weekly so that teachers can	Universal Screener/Progressing Monitoring Assessment Supplemental 13,140	Universal Screener/Progressing Monitoring Assessment LCFF Supplemental and Concentration 18,013.36

monitor student progress and provide the appropriate support. Additionally, interim assessments are administered at the end of each instructional cycle to verify student mastery of standards. Students who do demonstrate mastery on interim assessments are required to attend reteach weeks and then are reassessed. At the end of the school year, all K-5 students are required to complete and end-of-year growth measure diagnostic assessment to measure year-long growth.

In the middle school, all students are required to complete the i-Ready Diagnostic Assessment in Math and Reading within 2 weeks of enrollment. Teachers use these results along with other gathered data to form targeted instruction based on instructional levels and make referrals to more in depth support through the LEAP (Learning Engagement Achievement Potential) intervention program. Teachers continually assess through the 4x/year i-Ready Interim Standards Mastery Assessments (iSM) to re-evaluate instructional levels, groupings for targeted instruction, and referrals.

In the high school, students completed the iReady Diagnostic Assessment and were referred to our Intervention program. Academic Support was scheduled for all students not passing 3 or

	more classes throughout the year to help build self-regulation skills required for an online platform.

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Teachers provide tutoring in reading/ELA and math instruction on a regular basis. Instruction is based on targeted areas of deficiency as identified by curriculum assessments aligned to CCSS and the universal assessment.	In Elementary School, teacher utilize various forms of assessments to identify specific needs of students and provide appropriate targeted instruction based upon their instructional needs. Students who are identified as 2 grade levels of more behind are offered a minimum of 4 targeted weekly sessions in that given subject area. Students who are identified as one grade level behind are offered a minimum of 2 targeted weekly sessions in that given area. Students demonstrating a need for intensive support are referred to intervention for Math and Reading. Intervention teachers specialize in targeting specific skills in small group, focused sessions for students in given subject areas. In Middle School, teachers provide up to 15 hours of targeted instruction weekly in order to support their students. Instruction is whole group, small group and 1:1. Student work samples are reviewed and evaluated weekly and meaningful feedback is given to students to that they can improve their skills. All data points		

are reviewed frequently in order to determine needed supports and interventions.

All high school teachers provide a minimum of 15 hours of interactive instruction weekly. This in includes general instruction, targeted instruction, and academic and content support. ELA and Math teachers teach small groups of all students identified as one grade level behind (Basic) and to grade level behind (Below Basic) 2 times (Basic) or 4 times (Below Basic) each week. Students are re-leveled at the quarter and semester and instructional breaks are used to comb data, re-group, and re-plan.

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Comprehensive English Language development program addressing language and academic needs of diverse EL population. Develop a plan for supporting long-term ELs. Track the progress of each RFEP student and provide targeted interventions when students are not meeting standards.	The ELD department has successfully implemented small group instruction for all EL students. Each group is offered 90 minutes a week of live instruction broken up into three 30 minutes or two 45 minute sessions depending on grade level and need. Groups are kept at an average of 6 students to meet individual needs. Instruction is reinforced independently through an online ELD program. All EL students who have met the criteria as LTEL attend live class	ELD Support: Teachers (Lead), Clerk, Curriculum Supplemental 22,595	ELD Support: Teachers (Lead), Clerk, Curriculum LCFF Supplemental and Concentration 17,716.96

connect sessions using specific curriculum that focuses on increased knowledge of academic vocabulary. If needed, LTEL are provided engagement intervention.

Twice a year RFEP are monitored through state testing scores, progress and grades in the ELA course, i-Ready reading assessment, and engagement. If a student is showing a lack of success in the ELA course due to language, that student is offered ELD services once again through ESL ReadingSmart, and live class connect sessions if needed.

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Evaluate effectiveness of increased instructional time with credentialed teacher, and make adjustments as appropriate. Continue to regularly and consistently evaluate student work samples to identify gaps in skills, provide ongoing feedback, and determine appropriate supports and interventions.	In Elementary School, teachers meet with students for 15 hours of instruction each week. The amount of time spent with each student varies based upon the instructional level of the student, ranging from Advanced students who meet with their teacher for enrichment sessions weekly and Below Basic students who are required to have a minimum of 4 instructional sessions each week. Progress trackers, student performance data, and offline work samples are collected to monitor student achievement and verify student learning. Teachers collect student work frequently throughout each instructional cycle. The method of		

submission varies (hard copy, email, File Share, during live instructional sessions), but the evaluation and regular feedback of student work is used to engage students in higher level thinking and identify specific student needs.

Middle School teachers provide up to 15 hours of targeted instruction weekly in order to support their students. Instruction is whole group, small group and 1:1. Student work samples and reviewed and evaluated weekly and meaningful feedback is given to students to that they can improve their skills. All data points are reviewed frequently in order to determine needed supports and interventions.

In the high school, teachers provide 15 hours of instructional time. These 15 hours are split among Direct Instruction, Academic Support and Content Support sessions.

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Evaluate effectiveness of interim assessments in identifying 3rd-5th grade students struggling in decoding and fluency. Evaluate effectiveness of placement in MARK 12 reading remediation program. Evaluate 2nd grade students for appropriateness of	iReady Interim Assessments (iSMs) are administered at the end of each instructional cycle to assess students on standards that were taught during the instructional cycle. Students who are identified as approaching and/or non-proficient after assessment are		

placement in the MARK12 reading remediation program for second semester, including weekly progress monitoring and instructional support through the Intervention Department.

required to meet in small groups and/or 1:1 with their homeroom teacher for reteaching of the standard and then are reassessed to ensure verifiable student learning has occurred. Students who continue to demonstrate difficulty with the assessed standard continue to meet with their teacher for support via live instructional sessions, and/or may be referred to intervention for additional targeted support.

Mark12 students are regularly monitored by the homeroom teacher and 3-5 curriculum specialist. Homeroom teachers meet with Mark12 students weekly 1:1 to assess their students reading and fluency progress. Reports are provided weekly to monitor student progression in the course and ensure they are completing the appropriate number of lessons each week. The curriculum specialist works with 2nd grade teachers to identify struggling readers early on to refer to Mark12 and it is incorporated in our Year-End Transition to ensure that students are referred for the start of the new school year, as appropriate. All Mark12 students are automatically placed in intervention for additional reading support and intervention.

Action 7

Planned	Actual	Budgeted	Estimated Actual

Actions/Services	Actions/Services	Expenditures	Expenditures
Remove action for 18-19.	N/A		

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Remove action for 18-19.	N/A		

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Utilize the intervention program for small group reading, writing, and math intervention classes for struggling students (tier 2 and 3). Students will be selected and placed through a referral process used to target at risk learners, as identified by several areas that include teacher observation, lack of progress toward grade level ELA and math goals based on CCSS, scoring below grade level expectation on the baseline/interim assessment, and parent conferencing.	In Elementary, teachers utilize various forms on assessment to determine the instructional levels of their students (Advanced, Proficient, Basic, Below Basic) and ensure students are provided with the appropriate instructional support. Referrals are made for students for Math and Reading intervention to the LEAP intervention from for students in grades K-5. The LEAP program offers small group, targeted sessions for students that focus on a specific SMART goal that is specific and measurable for the students. The students focus on their goal over a period of time and then are assessed to verify student learning. Students may remain in LEAP for a short period of time or for the entire school year depending on their individual needs. Ongoing assessments are used to ensure that the students in the LEAP program are focusing on their specific, targeted needs.		

In the middle school, teachers provide direct targeted instruction in math and ELA based on instructional levels with a goal of no more than 12 students at the Basic/Below Basic instructional level in a session at one time. Teachers inform their instructional groupings based on i-Ready, iSM, class connect participation, and OLMS assessment results. Teachers are flexible in their groupings as students have successes or struggles. Teachers also refer to the LEAP Intervention program as needed for additional support.

In the high school, students in our intervention program are in targeted support workshops and small group intervention classes 2-3 times per week. They also have access to content teachers academic support sessions for assistance on current content in these classes.

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Create an Individualized Learning Plan (ILP)/Grad Plan for each student and utilize a Response to Intervention model to determine the level of support each pupil needs.	In Elementary, an Individualized Learning Plan (ILP) is provided to each family within 2 weeks of enrollment. The initial assignment sheet, the Classroom Guide and Course Catalog provides quarterly assignments, live instructional schedule, assessed standards and	Student Information System Supplemental 20,676	Student Information System LCFF Supplemental and Concentration 15,486.67

course overviews. Students also receive their baseline assessment results and goals within two weeks of completion. This portion of the ILP provides families with goals for the instructional cycle in Math and ELA, as well as additional resources to support the student at home. The ILP is reviewed and updated frequently during the current quarter and a new ILP is provided to the student within the first two weeks of each subsequent quarter with updated goals and assessment results.

Middle School teachers follow the Individualized Learning Plans (ILPs) Policy. Teachers provide a Required Weekly Assignments email, and save as a note for documentation. This includeds the students Path based on instructional levels and the class guidelines and syllabus. If any changes are made within the quarter, teachers notify students within 24 hours of the change in the syllabus. Teachers update, send, and document Quarterly Goals after their Quarterly Academic Conference. Teachers email and save Required Class Connect Sessions as well as required assessment results within 5 days on completion

In the high school, every student receives a grad plan each semester to help guide them to graduation. In addition, homeroom teachers review course selection

and grades at the beginning of each quarter.

Transcripts and report cards are housed in Pathways and used to complete the ILP/Grad Plans in Total View. In addition, Pathways is used to document the RTI process, including goals, assessments, interventions, growth, and related communication.

Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue providing access to resources to supplement AP courses.	Middle School students working above grade level are able to enroll in high school courses. A standards based program for AP students is provided at the High School level. Guidance Counselors work diligently to communicate early and often to students and parents regarding AP exams, costs, and locations.		AP Support: Standards Based Assessment LCFF Supplemental and Concentration 8.63

Action 12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
A-G: Evaluate the effectiveness of the communication and coordination of enrollment in A-G courses at local high schools, community colleges, and/or other educational options on behalf of students expressing an interest in,	High school students meet monthly with Guidance Counselors to learn about college entrance requirements. Guidance Counselors also regularly communicate with families through newsletters and their website	Science Labs; sites, travel, supplies Supplemental 3,859	Science Labs; sites, travel, supplies LCFF Supplemental and Concentration 913.68

and qualifying for, meeting A-G requirements for college entrance. Develop and implement a plan to offer high school science labs in local areas to support students with meeting A-G requirements through CAVA-offered classes.

about the A-G requirements and opportunities. Students were offered to attend Biology, Physics or Chemistry in person labs in two northern California locations. The high school is also launching the CAVA2College Dual Enrollment Program with Norco College in the summer of 2019, which will help students to meet A-G and earn college credits.

Action 13

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Evaluate and update training sessions for parents on early literacy (including decoding and fluency), grade level writing strategies, and math literacy (i.e. problem-solving strategies). Continue to provide parent support and follow-up to these sessions to ensure parent success with presented material/skills.	Elementary teachers offered virtual parent writing orientation to model and explain expectations for students writing and how to support writing success for students. Curriculum Specialists held Elementary Enlightenment Days quarterly with Parent Workshops that included Advanced Learner Parent Support Sessions and Mark12 (Struggling Reader) Parent Workshops.		

Action 14

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue the FAST team in grades TK-12 to encourage students to submit assignments and break down barriers that are keeping kids from passing courses.	The FAST team continues to offer support for grades TK-12 based on GE/HRT referrals to the FAST program. Student support is targeted based on the reason(s) cited by the teacher or lead in the referral, including lack of attendance, poor communication, lack of progress in completing	FAST Staff Supplemental 15,409	FAST Staff LCFF Supplemental and Concentration 19,846.22

assignments, incomplete strong start, and social emotional difficulties. Through the use of Back on Track plans and weekly conferences with FAST staff, students are encouraged to make continued progress in accordance with the reason for the referral and to work through the barriers that are keeping them from passing their courses.

Action 15

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide education, resources, and support to staff on how to best utilize the curriculum and RTI process to increase student achievement. Increase Instructional Coaching for teachers as personalized professional development and provide and encourage opportunities for peer observation.	In all departments, education, resources, and support is provided to staff on how to best utilize the curriculum and RTI process through professional development and staff memos. Instructional Coaching is also offered to teachers as personalized professional development and provided and encouraged opportunities for peer observation, including at many in person teacher collaboration days. In Elementary, Instructional Coaches observe teachers monthly and meet with them individually for a 1:1 feedback conversation. Coaches also work with teachers on on their own individualized professional development plans. Teachers are required to self-select their own personalized professional development each semester, with support from their lead. The PD	Curriculum Specialists Supplemental 59,528	Curriculum Specialists LCFF Supplemental and Concentration 46,685.81

opportunity can be within the school or an outside opportunity that they have chosen to align with their professional goals. This professional development is tracked on their personal teacher training tracker.

In Middle School, teachers meet quarterly with their Regional Lead for individual conferences reviewing and reflecting on student achievement. Additional they are informally observed at least once a quarter by their Regional Lead, followed up by a conference providing an opportunity for a valuable discussion, reflection, sharing or ideas and resources and growth as educators.

In High School, Curriculum Specialists meet with teachers for Professional Learning Community (PLC) meetings once each instructional cycle (about every 5-6 weeks). During these meetings, best practices are shared among staff to provide effective strategies to use in our online classrooms. Topics include proven instructional strategies, preparing students for testing, tips & tricks for engaging class connect sessions, and application of new technologies in our virtual setting. Instructional coaching is provided each quarter, with Regional Leads and Curriculum Specialists observing teachers and providing feedback & support. Instructional coaching sessions focus on goal setting,

reflection, and sharing strategies to support teachers with developing their instruction and engaging students in their sessions. Following the observation, teachers have the opportunity to reflect upon their practices, set goals and observe their colleagues. Best practices are shared by the Regional Leads and Curriculum Specialists as necessary. The Instructional Coaching rubric is discussed and quarterly goals are reviewed. Teachers are given the opportunity to do self-reflections and also to do peer observations.

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.

In order to increase the proficiency and mastery of grade level outcomes for all students in grades TK-12 in math and language arts, a focus was placed on professional development, instructional coaching, and teacher collaboration to ensure staff had an opportunity to learn and collaborate with each other on best practices to provide students with Common Core aligned targeted instruction, focused on meeting their students individual needs. Instructional calendars were designed with instruction and assessment cycles to ensure that teachers were utilizing multiple forms of data to drive instruction and to identify students with specific needs to provide the appropriate interventions, such as referrals to Intervention, the Mark12 reading program, or other supplementary support. Progress monitoring was utilized throughout the instructional cycles to ensure students were progressing in meeting their specific learning goals. Students who demonstrated a lack of engagement in school were supported by FAST teams to increase attendance.

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

CAVA @ Sutter students continue to make gains in this area to ensure that all students in grades TK-12 continue to increase in proficiency in the areas of both math and language arts. The percentage of students in grades K through 2 demonstrated increased in Reading and Math proficiency at the end of the school year with a 4.7% increase in students reading at or above grade level and a 17% increase in students performing at or above grade level in Math. Students who were identified as Title I also showed an increase

in those demonstrating at least one year of groth in Math and Language Arts with an increase of 1% in Reading and 11% in Math from the previous school year. The percentage rate of students reclassified as an English Learner also increased by 27.8% from the previous year. Continued emphasis will be placed on utilizing multiple forms of assessment, including baseline, interim, and teacher-created to identify student need and ensure that appropriate instructional support and interventions are implemented to support student achievement.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The school experienced an increase in actual enrollments in the 18-19 school year and plans to utilize funds to provide a summer program focusing on core course completion for high school and math and ELA skill-building in the K-8 program.

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.

The instructional coaching program will be increased. Additional instructional time, through a summer school program. Added additional Actions/Services to implement the CSI plan. Actions/Services that were previously in the SPSA, have been added to the LCAP. Next school year, the A-G science requirements will be met through the virtual science courses. In high school, we are adding a CTE program and 11th grade SBAC math prep course.

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 in student achievement and family engagement through participation in school activities and outings, decision-making, and building a school community that fosters a positive environment which supports daily attendance and increased graduation and course pass rates.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Parent Engagement **18-19** Met **Baseline** N/A	Met
Metric/Indicator Percent of parents who attend the Intervention Program Orientation **18-19** 50% of parents invited **Baseline** Establish baseline 16-17	68 parents total attended intervention orientations in the 17-18SY.
Metric/Indicator	Met

	Expected	Actual
	Parent/learning coach invites to sessions that pertain to their student's program and/or need including, CCSS and supporting student engagement. **18-19** Met **Baseline** Establish baseline 16-17	
	Metric/Indicator School attendance rates **18-19** 97% **Baseline** 90%	91.21%
	Metric/Indicator Chronic absenteeism rates **18-19** 28.5% **Baseline** n/a	27.9%
	Metric/Indicator School Climate **18-19** Met **Baseline** N/A	Met
	Metric/Indicator Dropout Rate **18-19** 7% **Baseline** 12.6%	Not available at this time
	Metric/Indicator High School graduation rates **18-19** Increase 2%	59.3%

Expected	Actual
Baseline 46.9%	
Metric/Indicator Spring High School Course Pass Rate **18-19** Increase 5% **Baseline** 73.5%	83.54%
Metric/Indicator Pupil suspension rates **18-19** 0% **Baseline** 0%	0%
Metric/Indicator Pupil expulsion rates **18-19** 0% **Baseline** 0%	0%
Metric/Indicator Parent participation in IEPs **18-19** 95% **Baseline** Establish baseline 16-17	We have not found an effective way to track participation in IEPs
Metric/Indicator Average number of live sessions that students in each instructional group are attending. **18-19** Increase 5% **Baseline** Establish baseline 16-17	ES - 61.68% MS - 72.87% HS - 60.79%

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
Professional Development	In Elementary, professional development was centered on Math instructional practices, including targeted instructional sessions for students who are identified as one or more grade level below. Teachers learned how to utilize the Structure of Learning Outcomes (SOLO) to differentiate instruction during targeted sessions, and collaborated with their grade level teams to discuss best instructional practices. Continued professional development was offered during the year, both virtually and in-person focusing on Math instructional strategies, Number Talks, higher-level questioning strategies, opportunities to increase student engagement in live instructional sessions, and aligning instruction with the rigor of the CAASPP assessment. Teachers continued collaboration during weekly grade level collaboration meetings and individualized support from their Instructional Coach. Data Conferences were also held monthly with Regional Leads to review class attendance and support with appropriately		

identifying students in need of greater support.

The Middle School department offered an in-person professional development in August focused on the alignment of ELA and Math curriculum with instruction and how to provide additional support for struggling learners through Math remediation and Writer's Workshops. Teachers reviewed target standards and how to align with the instructional framework. Teachers also reviewed appropriate math instructional strategies and met with their grade levels to discuss best practices. Professional development continued throughout the year with monthly professional developments and grade level PLCs to extend and revisit the topics covered at their in-person professional development in August.

High School offered multiple forms of professional development throughout the year. In August, teachers met in-person to review CAASPP, Interim Assessments in Math and ELA courses, Instructional leveling and targeted sessions to support struggling learners. Team Collaboration Days were held in December and April focused on the partnerships between Special Education and General Education teachers to support student learning, how to increase student engagement in

live instructional sessions, the implementation of peer review, as well as offering time for the department and grade level teams to collaborate together. Data Driven Instruction Meetings were offered throughout the year to focus on engagement strategies, strong start for newly enrolled students, and academic support. Instructional Coaching sessions, including peer observations, were offered throughout the year to discuss strategies for targeted instruction and appropriate grouping of students. PLC meetings were held frequently to discuss strategies for targeted sessions, the instructional leveling progress and purpose.

The Special Education department met in-person in August to plan for the new school year with a focus placed on how to ensure compliance with due dates and deadlines, and practices to ensure IEPs are implemented with fidelity. Ongoing professional development was offered throughout the year at grade level department meetings, as well as regular meetings with grade level Program Specialists and Mentors. Special Education teachers also received support from designated Instructional Coaches to support best instructional practices in Specialized Academic Support sessions.

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Evaluate effectiveness of instructional coaching in increasing student engagement in live instructional sessions. Continue to observe and provide teachers with feedback/coaching to improve instruction.	Instructional Coaching was also offered to teachers in all departments as personalized professional development. Coaches observed and provided feedback to teachers to enhance their instructional practices. Coaches also provided and encouraged opportunities for peer observation. In Elementary, Instructional Coaches observe teachers monthly and meet with them individually for a 1:1 feedback conversation. Coaches also work with teachers on on their own individualized professional development plans. Coaches also provided workshops to teachers throughout the year, focused on engagement and instructional strategies that can be implemented in the virtual classroom. Coaches also provided focused professional development on the use of SOLO taxonomy in the classroom to differentiate instruction. In Middle School, teachers are observed at least once a quarter by their Regional Lead, followed up by a conference providing an opportunity for a valuable discussion, reflection, sharing or ideas and resources and growth as educators.		

In High School, Instructional coaching is provided each quarter, with Regional Leads and Curriculum Specialists observing teachers and providing feedback & support. Instructional coaching sessions focus on goal setting, reflection, and sharing strategies to support teachers with developing their instruction and engaging students in their sessions. Following the observation, teachers have the opportunity to reflect upon their practices, set goals and observe their colleagues. Best practices are shared by the Regional Leads and Curriculum Specialists as necessary. The Instructional Coaching rubric is discussed and quarterly goals are reviewed. Teachers are given the opportunity to do self-reflections and also to do peer observations.

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to provide regular opportunities for student, parent/learning coach, staff, and community feedback to foster a positive school environment and ensure participation in decision-making.	Families are sent pulse checks surveys throughout the semester with a rating scales and the ability to leave comments to discuss student and learning coach needs. The Principal, Regional Lead, and/or teacher follow-up on Pulse Checks when a family requests support.		

| | Parents and students are invited to be a part of the School Site council to participate in the decision making process for the school and provide feedback on best practices. | | |

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Parent participation will be solicited by phone calls, emails and participation during and prior to live Individual Education Planning (IEP) meetings. This allows special education teachers to include parents in the process of developing the IEP. Tracking this data will be implemented within CMS Marvin system to track the data for future outcomes. Parent participation in this process will be made at 90% as measured by SEIS and Marvin data bases.	In all departments, there is ongoing communication between the General Education teachers, Special Education teacher and parent throughout the school year. All Special Education teachers confuct an initial welcome call to new students and parents upon enrollment. During that call, interim placement and services are reviewed. An initial IEP is held within 30-days of enrollment to review the student's IEPs and discuss goals and services. Annual and Triennial IEPs are held by the given due dates. When scheduling an IEP meeting, the scheduler reaches out to families to confirm their availability and ensure the IEP is held by the given deadline. Schedulers work with Special Education and General Education teachers, administrators, and needed providers to ensure that multiple days/times are offered to the parent. If a parent is unable to attend the meeting with the		

proposed days/times, the schedule will work around the parent availability to ensure their participation in the meeting.

Prior to the meeting, the Special Education teacher meets with the parent to collect present levels and ensure that any strengths and/or concerns can be included in the IEP.

During the IEP, parents are provided with their rights and are an active team member of the meeting.

At conclusion of the meeting, the IEP is sent to the parent to review and sign. Once a signed IEP is returned, any new IEP information is logged into MARVIN and new providers ISAs are sent to the training therapists (as applicable).

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide interpreter and translation services so families who speak a language other than English will be engaged in school.	The school contracts with an over the phone interpreting service, Certified Languages International (CLI). The service provides on-demand interpreters in over 200 languages. This service allows teachers and other staff to communicate with LEP parents in their native language. The school uses DocumentTracking Services to translate documents.	ELD: Interpreter & Translation Services (CLI/DocTrack) Supplemental 777	ELD: Interpreter & Translation Services (CLI/DocTrack) LCFF Supplemental and Concentration 680.22

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Monitor daily, weekly, and monthly student attendance, and utilize the FASTeam to support students who exhibit chronic absenteeism with regularly attending school.	In Elementary, teachers regularly track student engagement and daily attendance utilizing their teacher attendance tracker. Teachers work directly with their Regional Lead to address attendance concerns and place students on support plans to help engage them back in school. Students who are not successful and remain unengaged are referred to the principal for possible Academic Probation and a more intensive level of support. Students may also be referred to FAST.

In Middle School, students who are not completing assignments are supported through use of a SMART plan as a first step. Students who are not successful on a SMART plan after 2 weeks are referred to FAST for additional support. MS teachers/admin also use Work Contracts, academic probation, and administrative review in order to support students who are not completing assignments. Teachers provided timely and meaningful feedback to students and LCs through TGA comments, email, phone calls and quarterly academic conferences.

In High School, students meet with their Homeroom teacher weekly on Tuesdays and for Academic Support a minimum of two times a | | |

month to review student progress. If a student is struggling, the homeroom teacher will recommend to FAST for assistance with a BOT (back on track) plan. If a student is still struggling, the student may be referred to the Regional Lead for Academic Probation. Students who are struggling in content classes are invited to small group, or targeted tutoring, to aid with mastery of skills and give the opportunity to complete missing work.

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to utilize the FAST staff in grades TK-12 to promote engagement in school and attendance awareness by: providing social emotional learning classes; improving study skills and organization; on-boarding new families to provide a strong start to school; providing parent education and outreach; and educating families on the importance of attendance and the effect of truancy.	The Family Academic Support Liaisons (FASLs) and FAST Compliance Liaisons (CLs) work to ensure that students are engaged and successful in school. The FAST Compliance Liaisons work to reduce chronic absenteeism through proactively educating families on the unique attendance requirements in our school setting and the effects of non-attendance on a child's education. Attendance education sessions were attended by 50.5% of students this year. The CLs also support student attendance through the use of offline work log requests and proactive follow-up when students are missing school	FAST Staff Supplemental 15,409 Social Emotional Support Program Supplemental 14,359	FAST Staff LCFF Supplemental and Concentration 19,846.22 Social Emotional Support Program LCFF Supplemental and Concentration 5,423.25

on a daily basis, and good attendance is recognized through the award of perfect attendance certificates each LP. The CLs maintain a caseload of chronically absent students whom they support weekly to encourage students to attend school and work with them to remove the barriers that are causing them to miss school regularly.

FASLs offer on-boarding and support for newly enrolled students through Strong Start Orientations. Orientation series were held during open enrollment and provided various orientation sessions including Learning Coach Orientations, New Student Orientations, and Attendance Matters. Additionally, the Family Engagement Coordinator offered Orientation Festivals, which were condensed sessions intended for new students and families who did not attend an orientation in their first week of school.

The Family Engagement Coordinator also offered a series on the 7 Mindsets for success. The sessions explored the nature of happiness and success and monthly mindsets included: 100% Accountable, Attitude of Gratitude, Live to Give, Everything is Possible, Passion First, We are Connected, and The Time is Now. Sessions were offered to students in all departments.

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.

Developing a positive school community remains a priority at CAVA @ Sutter. During professional development meetings, teachers discussed best practices to promote positive learning environments and community within virtual classrooms. Parents are active members within the school community, with many serving as their student's Learning Coaches. Parents are also members on the Student Site Council, and also provide feedback via regular Pulse Check Surveys. Parent Education sessions are offered as part of our Strong Start program for newly enrolled students, and families who are struggling with engagement are required to attend live sessions to understand the importance of daily attendance and the effects of chronic absenteeism. Parents of students who receive special education services are also encouraged to be active team members during IEP meetings.

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

CAVA @ Sutter met the goals in the areas of Parent Engagement and School Climate as measured by the LEA. We also exceeded our goal for Spring High School Course Pass rates with an increase of 2% from the previous school year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

N/A

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

Added a video conferencing platform to increase communication with students and parents. Actions/Services that were previously in the SPSA, have been added to the LCAP.

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

All students will be taught by highly qualified teachers, and will have access to and instruction using standards-based curriculum, and scaffolding their instruction to meet the varying, diverse needs of their students.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
                      Priority 2: State Standards (Conditions of Learning)
                      Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Basic (Teachers, Instructional Materials, Facilities) **18-19** Met **Baseline** N/A	Met
Metric/Indicator Implementation of State Academic Standards **18-19** Met **Baseline** N/A	Met
Metric/Indicator % of pupils enrolled in a board course of study **18-19**	100%

	Expected		Actual

Expected	Actual
100% **Baseline** 100%	
Metric/Indicator % of English language learners with access to appropriate ELD support **18-19** 100% **Baseline** 100%	100%
Metric/Indicator % of students with access to targeted support programs **18-19** 100% **Baseline** 100%	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
Professional Development	In Elementary, professional development was centered on Math instructional practices, including targeted instructional sessions for students who are identified as one or more grade level below. Teachers learned how to utilize the Structure of Learning Outcomes (SOLO) to differentiate instruction during targeted sessions, and collaborated with their grade level teams to discuss		

best instructional practices. Continued professional development was offered during the year, both virtually and in-person focusing on Math instructional strategies, Number Talks, higher-level questioning strategies, opportunities to increase student engagement in live instructional sessions, and aligning instruction with the rigor of the CAASPP assessment. Teachers continued collaboration during weekly grade level collaboration meetings and individualized support from their Instructional Coach. Data Conferences were also held monthly with Regional Leads to review class attendance and support with appropriately identifying students in need of greater support.

The Middle School department offered an in-person professional development in August focused on the alignment of ELA and Math curriculum with instruction and how to provide additional support for struggling learners through Math remediation and Writer's Workshops. Teachers reviewed target standards and how to align with the instructional framework. Teachers also reviewed appropriate math instructional strategies and met with their grade levels to discuss best practices. Professional development continued throughout the year with monthly professional

developments and grade level PLCs to extend and revisit the topics covered at their in-person professional development in August.

High School offered multiple forms of professional development throughout the year. In August, teachers met in-person to review CAASPP, Interim Assessments in Math and ELA courses, Instructional leveling and targeted sessions to support struggling learners. Team Collaboration Days were held in December and April focused on the partnerships between Special Education and General Education teachers to support student learning, how to increase student engagement in live instructional sessions, the implementation of peer review, as well as offering time for the department and grade level teams to collaborate together. Data Driven Instruction Meetings were offered throughout the year to focus on engagement strategies, strong start for newly enrolled students, and academic support. Instructional Coaching sessions, including peer observations, were offered throughout the year to discuss strategies for targeted instruction and appropriate grouping of students. PLC meetings were held frequently to discuss strategies for targeted sessions, the instructional leveling progress and purpose.

The Special Education department met in-person in August to plan for the new school year with a focus placed on how to ensure compliance with due dates and deadlines, and practices to ensure IEPs are implemented with fidelity. Ongoing professional development was offered throughout the year at grade level department meetings, as well as regular meetings with grade level Program Specialists and Mentors. Special Education teachers also received support from designated Instructional Coaches to support best instructional practices in Specialized Academic Support sessions.

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Remove Action for 18-19 because it is in Goal 1.			

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
All teachers are highly qualified and credentialed. Salary increases granted to better attract and retain highly qualified and credentialed instructional staff.	All teachers are highly qualified and credentialed. Salary increases were granted to better attract and retain highly qualified and credentialed instructional staff.	Teachers Supplemental 313,809	Teachers LCFF Supplemental and Concentration 357,659.83

Action 4

Planned	Actual	Budgeted	Estimated Actual

Actions/Services	Actions/Services	Expenditures	Expenditures
Remove Action for 18-19 because it is in Goal 1.			

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Remove Action for 18-19.			

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to offer increased time in Specialized Academic Instruction sessions, as well as monthly collaboration calls with all stakeholders (student with IEP, Learning Coaches, service providers, general education teachers, and special education teachers).	Students are assigned to Specialized Academic Instruction (SAI) as written into their IEPs to meet their specific academic goals. Collaboration calls are held as needed to support students in meeting their goals.		

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide an internet subsidy for students who qualify for free and reduced lunch.	Qualified students receive an internet subsidy twice per year.	Student Internet Subsidy Supplemental 31,098	Student Internet Subsidy LCFF Supplemental and Concentration 36,168.00

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.

Teachers are highly qualified and are continuously engaged in professional development to learn best practices to meet the needs of their students. Teachers develop Individualized Learning Plans for their students, including assignment sheets, instructional schedules and individualized learning goals that are reviewed and updated during the instructional cycle as needed. Various forms of data are utilized to drive instructional decisions and identify students in need of supplementary supports in English Language Arts and Math. Students access their curriculum via the Online School, Online Middle School, or Online High School platforms and attend live instructional sessions that have been assigned based upon their individual instructional levels and needs.

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

CAVA @ Sutter met goals for teachers, instructional materials, and facilities. In addition, we met the goals for the implementation of state academic standards.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The school spent more supplemental and concentration funds than budgeted on this goal's action items due to an increase from estimated enrollment to final enrollment.

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

Added an additional support for Homeless students.

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?

In planning for the LCAP, stakeholder engagement was elicited and encouraged. In November of 2018, the CAVA @ Sutter School Site council met to review progress in meeting our LCAP goals. Throughout the year, parents and teachers provided feedback via pulse check surveys. Additionally, a survey was sent out to all CAVA @ Sutter parents, students, and staff members in April to collect their feedback on our progress toward meeting our LCAP goals. The draft LCAP was sent to the Sutter school board members for review and to solicit their feedback. Our School Site Council met on May 16th and allowed for contribution from our members.

Impact on LCAP and Annual Update

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

Overall, the feedback from the consultations was very positive. The School Site council was very positive in regards to the implementation of actions and services in the 18-19 school year and plans to ensure continued focus on student achievement in the 19-20 school year.

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)

Modified Goal

Goal 1

Increase proficiency and mastery of grade level outcomes for all students in grades TK-12 in math and language arts.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
                       Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

On the CAASPP Smarter Balanced Assessment in English Language Arts, overall all CAVA @ Sutter students scored low. Students with Disabilities demonstrated the greatest area of need in ELA, as well as Socioeconomically Disadvantaged and White students. African American and Hispanic students also scored low. Similarly, on the CAASPP Smarter Balanced Assessment in Math, overall all CAVA @ Sutter students scored low. Students with Disabilities scored very low, and Socioeconomically Disadvantaged, African American, Hispanic and White students also scored low.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
% of Title students with 1+ year growth on i-Ready Reading Math .	N/A	Set Baseline Reading - 40% Math - 24%	Reading - 45% Math - 29%	Reading - 45% Math - 29%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
SBAC ELA grades 3-8 (Distance from Level 3/Standard Met)	36.1 points below level 3	33 points below level 3	38 points below level 3	38 points below level 3
SBAC Math grades 3-8 (Distance from Level 3/Standard Met)	80.1 points below level 3	75 points below level 3	80 points below level 3	80 points below level 3
College/Career Readiness	N/A	Set Baseline 8.2%	13.2%	16%
Spring HS Course Pass Rate	73.5%	75%	82%	87%
Percent of English Learner (EL) students who are reclassified	38.5%	40%	45%	45%
English Learner Progress	n/a - fewer than 30 students tested	n/a - fewer than 30 students tested	n/a - fewer than 30 students tested	n/a - fewer than 30 students tested
% of K2 pupils at/above grade level on i-Ready Reading	72.3%	73%	78%	78%
% of K2 pupils at/above grade level on i-Ready Math	49.6%	60%	65%	65%
Percent of students in grades K-12 achieving a writing rubric score that is on/above grade level by the end of the school year	N/A	Set Baseline	50%	50%

Planned Actions / Services

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

Action 1

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

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

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

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

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

Students to be Served	Scope of Services	Location(s)
English Learners Foster Youth Low Income	Schoolwide	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	

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Professional Development	Professional Development	Professional Development

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	329,742	451,700	429,513.05
Source	Supplemental	Supplemental	LCFF Supplemental and Concentration
Budget Reference	Teacher salaries,training, materials	Teacher salaries, training, materials	Teacher salaries, training, materials
Amount			2,700
Source			Title II
Budget Reference			Professional Development

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	Schoolwide	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
Universal screener and progress monitoring assessment results are used to inform decisions that provide targeted support in our tiered RTI model.	Universal screener and progress monitoring assessment results are used to inform decisions that provide targeted support in our tiered RTI model.	Universal screener and progress monitoring assessment results are used to inform decisions that provide targeted support in our tiered RTI model.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	15,662	13,140	18,373.63
Source	Supplemental	Supplemental	LCFF Supplemental and Concentration
Budget Reference	Universal Screener/Progressing Monitoring Assessment	Universal Screener/Progressing Monitoring Assessment	Universal Screener/Progressing Monitoring Assessment

Action 3

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

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

All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Monitor student progress towards grade level reading and math achievement via interim assessments, and provide additional instructional support for students not meeting reading goals. Continue to provide early identification of struggling students, and accountability of support plans to increase engagement.	Teachers provide tutoring in reading/ELA and math instruction on a regular basis. Instruction is based on targeted areas of deficiency as identified by curriculum assessments aligned to CCSS and the universal assessment.	Teachers provide tutoring in reading/ELA and math instruction on a regular basis. Instruction is based on targeted areas of deficiency as identified by curriculum assessments aligned to CCSS and the universal assessment. Evaluate effectiveness of increased instructional time with credentialed teacher, and make adjustments as appropriate. Continue to regularly and consistently evaluate student work samples to identify gaps in skills, provide ongoing feedback, and determine appropriate supports and interventions. (moved from Action 5)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Action 4

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[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
Comprehensive English Language development program addressing language and academic needs of diverse EL population. Develop a plan for supporting long-term ELs. Track the progress of each RFEP student and provide targeted interventions when students are not meeting standards.	Comprehensive English Language development program addressing language and academic needs of diverse EL population. Develop a plan for supporting long-term ELs. Track the progress of each RFEP student and provide targeted interventions when students are not meeting standards.	Comprehensive English Language development program addressing language and academic needs of diverse EL population. Develop a plan for supporting long-term ELs. Track the progress of each RFEP student and provide targeted interventions when students are not meeting standards.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	14,680	22,595	18,071.30
Source	Supplemental	Supplemental	LCFF Supplemental and Concentration
Budget Reference	ELD Support: Teachers (Lead), Clerk, Curriculum	ELD Support: Teachers (Lead), Clerk, Curriculum	ELD Support: Teachers (Lead), Clerk, Curriculum

Action 5

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

OR

English Learners Foster Youth Low Income	Schoolwide	Specific Grade Spans: High School

Actions/Services

		New Action
		During 2019-20, we will start a Career Technical Education (CTE) program, Destinations Career Academy (DCA). The program will focus on the importance of career readiness education and the amazing opportunities it can provide for youth in high-demand, high-growth job fields. Our program is offered completely on-line and virtually help prepare students for entry into the workforce or military, or for continuing their education with a post-secondary institution. Being part of a CTE program allows for students to work towards earning a certification and obtaining technical & workplace skills while completing their high school requirements so that at the completion of their high school experience, they have the potential to graduate with a certification in addition to their high school diploma. Our program will focus on two industry sectors for initial rollout the Business and Finance Sector and the Marketing, Sales, and Services Sector.

Budgeted Expenditures

Amount		7,626.04
Source		LCFF Supplemental and Concentration
Budget Reference		CTE

Action 6

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)

Specific Student Groups: At-Risk

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

Specific Grade Spans: 2nd-5th

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
Evaluate effectiveness of interim assessments in identifying 3rd-5th grade students struggling in decoding and fluency. Evaluate effectiveness of placement in MARK 12 reading remediation program. Evaluate 2nd grade students for appropriateness of placement in the MARK12 reading remediation program for second semester, including weekly progress monitoring and instructional support through the Intervention Department.	Evaluate effectiveness of interim assessments in identifying 3rd-5th grade students struggling in decoding and fluency. Evaluate effectiveness of placement in MARK 12 reading remediation program. Evaluate 2nd grade students for appropriateness of placement in the MARK12 reading remediation program for second semester, including weekly progress monitoring and instructional support through the Intervention Department.	Evaluate effectiveness of interim assessments in identifying 3rd-5th grade students struggling in decoding and fluency. Evaluate effectiveness of placement in MARK 12 reading remediation program. Evaluate 2nd grade students for appropriateness of placement in the MARK12 reading remediation program for second semester, including weekly progress monitoring and instructional support through the Intervention Department.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Action 7

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

English Learners Foster Youth Low Income	Schoolwide	Specific Grade Spans: 11th Grade

Actions/Services

		New Action
		All 11th graders will be required to take a Math SBAC Prep course that will be worth 2.5 units (math elective) and will last 10 weeks from the start of semester 2. The course will be made up of 10 blocks, based on the Math standards and focused on the released questions from the SBAC.

Budgeted Expenditures

Amount			67,111.3
Source			LCFF Supplemental and Concentration
Budget Reference			SBAC Prep

Action 8

Students with Disabilities	All Schools

OR

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

Actions/Services

		New Action

		Make stronger connections between what is being taught in GE classroom and what is being reinforced in SAI classes. Assign specific designated supports and accommodations during the Individualized Education Process (IEP) to support access to learning and on the state testing. Increase opportunities for students to access the practice test for state testing.

Budgeted Expenditures

Action 9

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

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

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Utilize the intervention program for small group reading, writing, and math intervention classes for struggling students	Utilize the intervention program for small group reading, writing, and math intervention classes for struggling students	Targeted support workshops and small group intervention classes for struggling students (tier 2 and 3). These students are

(tier 2 and 3). Students will be selected and placed through a referral process used to target at risk learners, as identified by several areas that include teacher observation, lack of progress toward grade level ELA and math goals based on CCSS, scoring below grade level expectation on the baseline/interim assessment, and parent conferencing.

(tier 2 and 3). Students will be selected and placed through a referral process used to target at risk learners, as identified by several areas that include teacher observation, lack of progress toward grade level ELA and math goals based on CCSS, scoring below grade level expectation on the baseline/interim assessment, and parent conferencing.

selected through a referral process used to target at-risk learners, as identified by several areas that include teacher observation, lack of progress toward grade-level goals based on CCSS, scoring below grade level expectation on baseline assessments, and parent conferencing. The program will target Tier 2 and 3 struggling learners in a Response to Intervention model. Students working more than one year below age-appropriate grade level are referred for intensive intervention services with a Tier 2 Intervention Support Teacher or a Tier 3 Intervention Specialist. These students are considered the most "at-risk" of failing in math and/or reading, and priority is given to students who are instructionally more than two years below grade level.
These students are referred for services by their teacher using the following pieces of data:
* i-Reading Reading and/or Math Diagnostic Assessment
SBAC results in ELA & Math for grades 3-8,11 (standardized testing measures)
* Teacher judgment based on student progress in current curriculum
* Current course placement for grades 9-12
* Parent interview

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			139,400
Source			Title I
Budget Reference			Intervention Specialists, Intervention Engagement Specialists Salaries
Amount			18,500
Source			Title I
Budget Reference			Administrative Salaries
Amount			1,000
Source			Title I
Budget Reference			Curriculum: SBAC Prep, Standards Plus

Action 10

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))

Schoolwide

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
Create an Individualized Learning Plan (ILP)/Grad Plan for each student and utilize a Response to Intervention model to determine the level of support each pupil needs.	Create an Individualized Learning Plan (ILP)/Grad Plan for each student and utilize a Response to Intervention model to determine the level of support each pupil needs.	Create an Individualized Learning Plan (ILP)/Grad Plan for each student and utilize a Response to Intervention model to determine the level of support each pupil needs.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	14,168	20,676	15,796.40
Source	Supplemental	Supplemental	LCFF Supplemental and Concentration
Budget Reference	Student Information System	Student Information System	Student Information System

Action 11

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

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

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

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

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

English Learners
Foster Youth
Low Income

Schoolwide

Specific Grade Spans: High School

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
Continue providing access to resources to supplement AP courses.	Continue providing access to resources to supplement AP courses.	Continue providing access to resources to supplement AP courses.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	95		8.80
Source	Supplemental		LCFF Supplemental and Concentration
Budget Reference	AP Support: Standards Based Assessment		AP Support: Standards Based Assessment

Action 12

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	Schoolwide	Specific Grade Spans: High School

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	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
A-G: Evaluate the effectiveness of the communication and coordination of enrollment in A-G courses at local high schools, community colleges, and/or other educational options on behalf of students expressing an interest in, and qualifying for, meeting A-G requirements for college entrance. Develop and implement a plan to offer high school science labs in local areas to support students with meeting A-G requirements through CAVA-offered classes.	A-G: Evaluate the effectiveness of the communication and coordination of enrollment in A-G courses at local high schools, community colleges, and/or other educational options on behalf of students expressing an interest in, and qualifying for, meeting A-G requirements for college entrance. Develop and implement a plan to offer high school science labs in local areas to support students with meeting A-G requirements through CAVA-offered classes.	Delete Action - Our science courses are now A-G approved so in-person science labs are no longer needed.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	4,300	3,859	
Source	Supplemental	Supplemental	
Budget Reference	Science Labs; sites, travel, supplies	Science Labs; sites, travel, supplies	

Action 13

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)

Specific Student Groups: TK-2

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

All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

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

New Action

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

Evaluate and update training sessions for parents on early literacy (including decoding and fluency), grade level writing strategies, and math literacy (i.e. problem-solving strategies). Continue to provide parent support and follow-up to these sessions to ensure parent success with presented material/skills.

2018-19 Actions/Services

Evaluate and update training sessions for parents on early literacy (including decoding and fluency), grade level writing strategies, and math literacy (i.e. problem-solving strategies). Continue to provide parent support and follow-up to these sessions to ensure parent success with presented material/skills.

2019-20 Actions/Services

Evaluate and update training sessions for parents on early literacy (including decoding and fluency), grade level writing strategies, and math literacy (i.e. problem-solving strategies). Continue to provide parent support and follow-up to these sessions to ensure parent success with presented material/skills.

Budgeted Expenditures

Year | 2017-18 | 2018-19 | 2019-20

Action 14

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 | Schoolwide | 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	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Continue the FAST team in grades TK-12 to encourage students to submit assignments and break down barriers that are keeping kids from passing courses.	Continue the FAST team in grades TK-12 to encourage students to submit assignments and break down barriers that are keeping kids from passing courses.	Family Academic Support Liaisons: Family Academic Support Team (FAST) provides academic assistance, encouragement, and support to students and learning coaches when such support/assistance is deemed necessary to achieve academic success in the virtual school environment. The goal is to identify the root issue that is prohibiting the student from being successful in school, provide targeted support to build relationships, and bring about success and engagement.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	11,096	15,409	20,243.14
Source	Supplemental	Supplemental	LCFF Supplemental and Concentration
Budget Reference	FAST Staff	FAST Staff	FAST Staff

				37,00
Amount				37,00
Source				Title I
Budget Reference				Family Academic Support Liaisons

Action 15

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))

Schoolwide

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 education, resources, and support to staff on how to best utilize the curriculum and RTI process to increase student achievement. Increase Instructional Coaching for teachers as personalized professional development and provide and encourage opportunities for peer observation.	Provide education, resources, and support to staff on how to best utilize the curriculum and RTI process to increase student achievement. Increase Instructional Coaching for teachers as personalized professional development and provide and encourage opportunities for peer observation.	Provide education, resources, and support to staff on how to best utilize the curriculum and RTI process to increase student achievement. Increase Instructional Coaching for teachers as personalized professional development and provide and encourage opportunities for peer observation.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	35,077	59,528	47,619.53
Source	Supplemental	Supplemental	LCFF Supplemental and Concentration
Budget Reference	Curriculum Specialists	Curriculum Specialists	Curriculum Specialists
Amount			79,112.55
Source			LCFF Supplemental and Concentration
Budget Reference			Instructional Coaches

Action 16

All	All Schools

OR

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

Actions/Services

		New Action
		Intervention department leaders provide weekly staff development focused on improving instruction for at risk students. Topics include data driven instruction, observation and feedback cycles, and assessment strategies. Teaching and support staff are responsible for resource development, instructional coaching, and professional development on topics including virtual instruction best practices, implementing targeted instruction

		strategies, social emotional curriculum supports, and intervention curriculum implementation.

Budgeted Expenditures

Amount			22,500
Source			Title II
Budget Reference			Intervention Coordinator, Intervention Lead Teacher, Intervention Teachers

Action 17

Specific Student Groups: Low Preforming Block Grant [Add Students to be Served selection here]	[Add Location(s) selection here]

OR

English Learners Foster Youth Low Income [Add Students to be Served selection here]	LEA-wide [Add Scope of Services selection here]	All Schools [Add Location(s) selection here]

Actions/Services

		New Action
		Increase instructional time by providing K-8 students with a 6-week summer intervention program in math and reading. Provide credit recovery classes in summer for high school students in math, ELA, and history.

Budgeted Expenditures

Amount		41,421.59
Source		LCFF Supplemental and Concentration
Budget Reference		Summer School Staff
Amount		14,000
Source		Low-Performing Students Block Grant (LPSBG)
Budget Reference		Summer School Staff

Action 18

All	All Schools

OR

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

Actions/Services

		New Action
		Build new staff members capacity by providing release time for professional development and implementation of school and department processes and programs that support academic growth and proficiency in students in the virtual setting. Topics include: instructional strategies, differentiation and progression of learning, time management, communication, data-driven instruction, etc.

Budgeted Expenditures

Amount		5,000
Source		ESSA Comprehensive Support and Improvement (CSI) Local Educational Agency (LEA)
Budget Reference		New Teacher Training

Action 19

All	All Schools

OR

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

Actions/Services

		New Action
		Building capacity of teachers by providing math professional development in instructional techniques and strategies to improve student proficiency.

Budgeted Expenditures

Amount		67,000
Source		ESSA Comprehensive Support and Improvement (CSI) Local Educational Agency (LEA)
Budget Reference		Math Coach

Amount			43,000
Source			ESSA Comprehensive Support and Improvement (CSI) Local Educational Agency (LEA)
Budget Reference			Math Conferences/PD

Action 20

All	All Schools

OR

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

Actions/Services

		New Action
		Work with a data consultant to determine the areas of need specific to credit deficient and low performing students and develop action steps at the teacher and student level.

Budgeted Expenditures

Amount			16,300
Source			ESSA Comprehensive Support and Improvement (CSI) Local Educational Agency (LEA)
Budget Reference			Data Analysis

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)

Modified Goal

Goal 2

Increase in student achievement and family engagement through participation in school activities and outings, decision-making, and building a school community that fosters a positive environment which supports daily attendance and increased graduation and course pass rates.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
                     Priority 5: Pupil Engagement (Engagement)
                     Priority 6: School Climate (Engagement)

Local Priorities:

Identified Need:

Graduation rates for CAVA @ Sutter students remain low at a rate of 59.3%, with 27.9% of students exhibiting chronic absenteeism. While there was an increased emphasis on parent education and involvement, the LEA must continue to focus on programs that increase student engagement and daily attendance to lead to increased graduation rates.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Parent Engagement	N/A	Set Baseline Met	Met	Met
Percent of parents who attend the Intervention Program Orientation	Establish baseline 16-17	Set benchmark	50% of parents invited	50% of parents invited

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Parent/learning coach invites to sessions that pertain to their student's program and/or need including, CCSS and supporting student engagement.	Establish baseline 16-17	Set benchmark	Met	Met
School attendance rates	90%	97%	97%	97%
Chronic absenteeism rates	n/a	Set Baseline 33.5%	28.5%	28.5%
School Climate	N/A	Set Baseline	Met	Met
Dropout Rate	12.6%	10%	7%	7%
High School graduation rates	46.9%	Increase 2%	Increase 2%	Increase 2%
Spring High School Course Pass Rate	73.5%	Increase 5%	Increase 5%	Increase 5%
Pupil suspension rates	0%	0%	0%	0%
Pupil expulsion rates	0%	0%	0%	0%
Parent participation in IEPs	Establish baseline 16-17	Set benchmark	95%	95%
Average number of live sessions that students in each instructional group are attending.	Establish baseline 16-17	Set benchmark	Increase 5%	Increase 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)

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
Professional Development	Professional Development	Professional Development

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

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)

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
Evaluate effectiveness of instructional coaching in increasing student engagement in live instructional sessions. Continue to observe and provide teachers with feedback/coaching to improve instruction.	Evaluate effectiveness of instructional coaching in increasing student engagement in live instructional sessions. Continue to observe and provide teachers with feedback/coaching to improve instruction.	Evaluate effectiveness of instructional coaching in increasing student engagement in live instructional sessions. Continue to observe and provide teachers with feedback/coaching to improve instruction.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Action 3

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

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

All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Continue to provide regular opportunities for student, parent/learning coach, staff, and community feedback to foster a positive school environment and ensure participation in decision-making.	Continue to provide regular opportunities for student, parent/learning coach, staff, and community feedback to foster a positive school environment and ensure participation in decision-making.	Continue to provide regular opportunities for student, parent/learning coach, staff, and community feedback to foster a positive school environment and ensure participation in decision-making.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Action 4

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

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

Students with Disabilities	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

Parent participation will be solicited by phone calls, emails and participation during and prior to live Individual Education Planning (IEP) meetings. This allows special education teachers to include parents in the process of developing the IEP. Tracking this data will be implemented within CMS Marvin system to track the data for future outcomes. Parent participation in this process will be made at 90% as measured by SEIS and Marvin data bases.	Parent participation will be solicited by phone calls, emails and participation during and prior to live Individual Education Planning (IEP) meetings. This allows special education teachers to include parents in the process of developing the IEP. Tracking this data will be implemented within CMS Marvin system to track the data for future outcomes. Parent participation in this process will be made at 90% as measured by SEIS and Marvin data bases.	Parent participation will be solicited by phone calls, emails and participation during and prior to live Individual Education Planning (IEP) meetings. This allows special education teachers to include parents in the process of developing the IEP. Tracking this data will be implemented within CMS Marvin system to track the data for future outcomes. Parent participation in this process will be made at 90% as measured by SEIS and Marvin data bases.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Action 5

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 interpreter and translation services so families who speak a language other than English will be engaged in school.	Provide interpreter and translation services so families who speak a language other than English will be engaged in school.	Provide interpreter and translation services so families who speak a language other than English will be engaged in school.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1,000	777	693.82
Source	Supplemental	Supplemental	LCFF Supplemental and Concentration
Budget Reference	ELD: Interpreter & Translation Services (CLI/DocTrack)	ELD: Interpreter & Translation Services (CLI/DocTrack)	ELD: Interpreter & Translation Services (CLI/DocTrack)

Action 6

Specific Student Groups: Homeless	All Schools

OR

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

Actions/Services

		New Action

		The Homeless Liaison is responsible for assuring that homeless children are fully integrated into the mainstream school setting and offered appropriate educational support as authorized under the McKinney-Vento Act for Homeless Education. The Homeless Liaison shall coordinate and collaborate with the state coordinator, community and school personnel responsible for the provision of education and related services to homeless students.

Budgeted Expenditures

Amount		200
Source		Title I
Budget Reference		Homeless Liaison

Action 7

All	All Schools

OR

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

Actions/Services

		New Action
		The Family Engagement Coordinator works to improve the levels of parent and student engagement, ensuring that this increased engagement leads to improved academic achievement. The FEC develops, records, and presents orientations and help desks for new students and families; facilitates and develops opportunities for students and families to come together and work academically and socially; and develops and manages content and serves as the primary contact point for the school social media presence. The FEC creates orientation recordings for staff, trainings on outings and related processes, and maintains school social emotional resources.

Budgeted Expenditures

Amount		2,600
Source		Title I
Budget Reference		Family Engagement Coordinator
Amount		2,500
Source		Title II
Budget Reference		Family Engagement Coordinator (Professional Development

Action 8

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

<div align="center">

OR

</div>

English Learners Foster Youth Low Income	Schoolwide	All Schools

Actions/Services

		New Action
		Target students not completing assignments with Academic Support. Provide regular and consistent feedback to students. Add video conferencing platform as an additional way to communicate with students.

Budgeted Expenditures

Amount			445
Budget Reference			Video Conferencing

Action 9

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
Monitor daily, weekly, and monthly student attendance, and utilize the FASTeam to support students who exhibit chronic absenteeism with regularly attending school.	Monitor daily, weekly, and monthly student attendance, and utilize the FASTeam to support students who exhibit chronic absenteeism with regularly attending school.	Monitor daily, weekly, and monthly student attendance, and utilize the FASTeam to support students who exhibit chronic absenteeism with regularly attending school.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Action 10

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))

Schoolwide

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

Continue to utilize the FAST staff in grades TK-12 to promote engagement in school and attendance awareness by: providing social emotional learning classes; improving study skills and organization; on-boarding new families to provide a strong start to school; providing parent education and outreach; and educating families on the importance of attendance and the effect of truancy.

2018-19 Actions/Services

Continue to utilize the FAST staff in grades TK-12 to promote engagement in school and attendance awareness by: providing social emotional learning classes; improving study skills and organization; on-boarding new families to provide a strong start to school; providing parent education and outreach; and educating families on the importance of attendance and the effect of truancy.

2019-20 Actions/Services

Continue to utilize the FAST staff in grades TK-12 to promote engagement in school and attendance awareness by: providing social emotional learning classes; improving study skills and organization; on-boarding new families to provide a strong start to school; providing parent education and outreach; and educating families on the importance of attendance and the effect of truancy.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	17,539	15,409	20,243.14
Source	Supplemental	Supplemental	LCFF Supplemental and Concentration
Budget Reference	FAST Staff, Social Emotional Support Program	FAST Staff	FAST Staff
Amount		14,359	5,531.72
Source		Supplemental	LCFF Supplemental and Concentration
Budget Reference		Social Emotional Support Program	Social Emotional Support Program
Amount			37,000
Source			Title I
Budget Reference			Family Academic Support Liaisons

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)

Modified Goal

Goal 3

All students will be taught by highly qualified teachers, and will have access to and instruction using standards-based curriculum, and scaffolding their instruction to meet the varying, diverse needs of their students.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Identified Need:

CAVA @ Sutter must continue to offer professional development to ensure that teachers are aligning their instruction with the rigor of the Common Core State Standards

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Basic (Teachers, Instructional Materials, Facilities)	N/A	Set Baseline Met	Met	Met
Implementation of State Academic Standards	N/A	Set Baseline Met	Met	Met
% of pupils enrolled in a board course of study	100%	100%	100%	100%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
% of English language learners with access to appropriate ELD support	100%	100%	100%	100%
% of students with access to targeted support programs	100%	100%	100%	100%

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

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

Professional Development

2018-19 Actions/Services

Professional Development

2019-20 Actions/Services

Professional Development

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Action 2

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

OR

English Learners Foster Youth Low Income	Schoolwide	All Schools

Actions/Services

	New Action	Unchanged Action
	All teachers are highly qualified and credentialed. Salary increases granted to better attract and retain highly qualified and credentialed instructional staff.	All teachers are highly qualified and credentialed. Salary increases granted to better attract and retain highly qualified and credentialed instructional staff.

Budgeted Expenditures

Amount		313,809	376,164.33
Source		Supplemental	LCFF Supplemental and Concentration
Budget Reference		Teachers	Teacher Salaries

Action 3

Specific Student Groups: Homeless	All Schools

OR

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

Actions/Services

		New Action

		Provide students living in a homeless situation a Kajeet Hotspot so they can access their online classes during the day.

Budgeted Expenditures

Amount			150
Source			Title I
Budget Reference			Kajeet Hotspots

Action 4

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

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

Students with Disabilities	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
Continue to offer increased time in Specialized Academic Instruction sessions, as well as monthly collaboration	Continue to offer increased time in Specialized Academic Instruction sessions, as well as monthly collaboration	Continue to offer increased time in Specialized Academic Instruction sessions, as well as monthly collaboration

calls with all stakeholders (student with IEP, Learning Coaches, service providers, general education teachers, and special education teachers).	calls with all stakeholders (student with IEP, Learning Coaches, service providers, general education teachers, and special education teachers).	calls with all stakeholders (student with IEP, Learning Coaches, service providers, general education teachers, and special education teachers).

Budgeted Expenditures

Year   2017-18   2018-19   2019-20

Action 5

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

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

OR

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

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
Low Income	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 internet subsidy for students who qualify for free and reduced lunch.	Provide an internet subsidy for students who qualify for free and reduced lunch.	Provide an internet subsidy for students who qualify for free and reduced lunch.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	29,636	31,098	36,891.36
Source	Supplemental	Supplemental	LCFF Supplemental and Concentration
Budget Reference	Student Internet Subsidy	Student Internet Subsidy	Student Internet Subsidy

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
$1,184,867.00	15.71%

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).

The Supplemental funds are being expended on actions and service that are directed toward unduplicated student groups.

Low-Income:
- Increased targeted interventions provided by teachers
- Provide reimbursement for internet for families
- Create a Family Academic Support Team (FAST)
- Curriculum Specialists
- Career Technical Education (CTE) program
- 11th grade Math SBAC Prep Course
- Summer School Intervention Program

English Language Learners:
- Designated ELD instruction through an online program
- ELD instruction by ELD teachers and SDAIE strategies by all teachers
- Additional professional development on best strategies for working with EL

Redesignated Fluent English Proficient:
- Track the progress of each RFEP student
- Clerical staff for tracking progress

- Provide targeted interventions when students are not meeting standards

Unduplicated Student Count – 63.66%

All NSLP Eligible – 61.6%

EL Funding Eligible – 1.04%

RFEP – 7.41

Foster Youth – 0.12%

The Family Academic Support Team is dedicated to supporting all students demonstrating a need for support in the areas of engagement and achievement. By focusing on providing proactive, positive support, these individuals work with students and learning coaches on developing strategies and skills needed for success in the virtual school environment. This support is offered via phone, synchronous web-based sessions, and involves all team members in developing a plan for success. Students will be identified through a referral process indicating an area of need in one of the specific areas to be addressed below.

1) Attendance/Chronic Absenteeism

2) Retention

3) Graduation Rate

4) Academic Achievement

5) Sense of School Connectedness

6) Student sense of self-efficacy

7) Social-Emotional Learning

Curriculum Specialists provide the following support for teachers working with all students in an effort to increase teacher effectiveness and to ensure the lessons provided are aligned to standards:

- Support teachers in targeting at risk populations and identified duplicated students struggling in their courses through data conferencing and data analysis.
- Standards-alignment of Curriculum
- Create Student Achievement Plans
- Support the administration of baseline assessments to identify students needing support
- Implement the use of formative interim assessments, as well as review and report data on participation and achievement, and recommend adjustments to these assessments
- Create and Lead Professional Development for teachers in the areas of Common Core standards and implementation, use of rubrics across the curriculum, and effective academic feedback

In 2019/2020 the school calculates its minimum proportionality percentage will be 15.71%. This percentage is the benchmark with which we will measure our plan to increase or improve services to unduplicated pupils as compared to services provided to all pupils. Through the goals set forth in Section 3, A we believe sufficient services will be provided to meet or exceed the mandated minimum percentage.

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$962,360	14.28%

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).

The Supplemental funds are being expended on actions and service that are directed toward unduplicated student groups.

Low-Income:
- Increased targeted interventions provided by teachers
- Provide reimbursement for internet for families
- Create a Family Academic Support Team (FAST)

English Language Learners:
- Designated ELD instruction through an online program
- ELD instruction by ELD teachers and SDAIE strategies by all teachers
- Additional professional development on best strategies for working with EL

Redesignated Fluent English Proficient:
- Track the progress of each RFEP student
- Clerical staff for tracking progress
- Provide targeted interventions when students are not meeting standards

Unduplicated Student Count – 62.77%

All NSLP Eligible – 60.46%

EL Funding Eligible – 2.08%

RFEP – 6.47%

Foster Youth – 0%

The Family Academic Support Team is dedicated to supporting all students demonstrating a need for support in the areas of engagement and achievement. By focusing on providing proactive, positive support, these individuals work with students and learning coaches on developing strategies and skills needed for success in the virtual school environment. This support is offered via phone, synchronous web-based sessions, and involves all team members in developing a plan for success. Students will be identified through a referral process indicating an area of need in one of the specific areas to be addressed below.

1) Attendance/Chronic Absenteeism

2) Retention

3) Graduation Rate

4) Academic Achievement

5) Sense of School Connectedness

6) Student sense of self-efficacy

7) Social-Emotional Learning

Curriculum Specialists provide the following support for teachers working with all students in an effort to increase teacher effectiveness and to ensure the lessons provided are aligned to standards:

- Support teachers in targeting at risk populations and identified duplicated students struggling in their courses through data conferencing and data analysis.
- Standards-alignment of Curriculum
- Create Student Achievement Plans
- Support the administration of baseline assessments to identify students needing support
- Implement the use of formative interim assessments, as well as review and report data on participation and achievement, and recommend adjustments to these assessments
- Create and Lead Professional Development for teachers in the areas of Common Core standards and implementation, use of rubrics across the curriculum, and effective academic feedback

In 2017/18 the school calculates its minimum proportionality percentage will be 14.28%. This percentage is the benchmark with which we will measure our plan to increase or improve services to unduplicated pupils as compared to services provided to all pupils. Through the goals set forth in Section 3, A we believe sufficient services will be provided to meet or exceed the mandated minimum percentage.

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$472,686	7.47%

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).

The Supplemental funds are being expended on actions and service that are directed toward unduplicated student groups.

Low-Income:
- Increased targeted interventions provided by teachers
- Provide reimbursement for internet for families
- Create a Family Academic Support Team (FAST)

English Language Learners:
- Designated ELD instruction through an online program
- ELD instruction by ELD teachers and SDAIE strategies by all teachers
- Additional professional development on best strategies for working with EL

Redesignated Fluent English Proficient:
- Track the progress of each RFEP student
- Clerical staff for tracking progress
- Provide targeted interventions when students are not meeting standards

Unduplicated Student Count – 59.03%

All NSLP Eligible – 58.36%

EL Funding Eligible – 1.66%

RFEP – 2.99%

Foster Youth – 0.11%

The Family Academic Support Team is dedicated to supporting all students demonstrating a need for support in the areas of engagement and achievement. By focusing on providing proactive, positive support, these individuals work with students and learning coaches on developing strategies and skills needed for success in the virtual school environment. This support is offered via phone, synchronous web-based sessions, and involves all team members in developing a plan for success. Students will be identified through a referral process indicating an area of need in one of the specific areas to be addressed below.

1) Attendance/Chronic Absenteeism

2) Retention

3) Graduation Rate

4) Academic Achievement

5) Sense of School Connectedness

6) Student sense of self-efficacy

7) Social-Emotional Learning

Curriculum Specialists provide the following support for teachers working with all students in an effort to increase teacher effectiveness and to ensure the lessons provided are aligned to standards:
- Support teachers in targeting at risk populations and identified duplicated students struggling in their courses through data conferencing and data analysis.
- Standards-alignment of Curriculum
- Create Student Achievement Plans
- Support the administration of baseline assessments to identify students needing support
- Implement the use of formative interim assessments, as well as review and report data on participation and achievement, and recommend adjustments to these assessments

- Create and Lead Professional Development for teachers in the areas of Common Core standards and implementation, use of rubrics across the curriculum, and effective academic feedback

In 2016/17 the school calculates its minimum proportionality percentage will be 7.47%. This percentage is the benchmark with which we will measure our plan to increase or improve services to unduplicated pupils as compared to services provided to all pupils. Through the goals set forth in Section 3, A we believe sufficient services will be provided to meet or exceed the mandated minimum percentage.

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.

  o If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter "Unchanged Action" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

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

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

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

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:
- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:
- A. The implementation of state board adopted academic content and performance standards for all students, which are:
  - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
  - b. Mathematics – CCSS for Mathematics
  - c. English Language Development (ELD)
  - d. Career Technical Education
  - e. Health Education Content Standards
  - f. History-Social Science
  - g. Model School Library Standards
  - h. Physical Education Model Content Standards
  - i. Next Generation Science Standards
  - j. Visual and Performing Arts
  - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:
- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:
- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:
- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:
  A. Pupil suspension rates;
  B. Pupil expulsion rates; and
  C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:
  A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
  B. Programs and services developed and provided to unduplicated pupils; and
  C. Programs and services developed and provided to individuals with exceptional needs.

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

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

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:
  A. Working with the county child welfare agency to minimize changes in school placement
  B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
  C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
  D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:
  A. Local priority goals; and
  B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

(a) "Chronic absenteeism rate" shall be calculated as follows:
    (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:
    (A) enrolled less than 31 days
    (B) enrolled at least 31 days but did not attend at least one day
    (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
        (i) are enrolled in a Non-Public School
        (ii) receive instruction through a home or hospital instructional setting
        (iii) are attending a community college full-time.
    (2) The number of students who meet the enrollment requirements.
    (3) Divide (1) by (2).

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

(c) "High school graduation rate" shall be calculated as follows:
    (1) For a 4-Year Cohort Graduation Rate:
    (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
    (B) The total number of students in the cohort.
    (C) Divide (1) by (2).
    (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:
    (A) The number of students who either graduated as grade 11 students or who earned any of the following:
    (i) a regular high school diploma
    (ii) a High School Equivalency Certificate
    (iii) an adult education diploma
    (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
    (B) The number of students in the DASS graduation cohort.
    (C) Divide (1) by (2).

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

(e) "Expulsion rate" shall be calculated as follows:
    (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
    (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

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

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?

2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to EC Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?

3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?

4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?

5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?

6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?

2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?

3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?

4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?

5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?

6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

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

Prepared by the California Department of Education, January 2019

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	962,359.00	800,493.25	472,995.00	962,359.00	1,560,416.70	2,995,770.70
	0.00	0.00	0.00	0.00	445.00	445.00
ESSA Comprehensive Support and Improvement (CSI) Local Educational Agency (LEA)	0.00	0.00	0.00	0.00	131,300.00	131,300.00
LCFF Supplemental and Concentration	0.00	800,493.25	0.00	0.00	1,184,421.70	1,184,421.70
Low-Performing Students Block Grant (LPSBG)	0.00	0.00	0.00	0.00	14,000.00	14,000.00
Supplemental	962,359.00	0.00	472,995.00	962,359.00	0.00	1,435,354.00
Title I	0.00	0.00	0.00	0.00	202,550.00	202,550.00
Title II	0.00	0.00	0.00	0.00	27,700.00	27,700.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type						
Object Type	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	962,359.00	800,493.25	472,995.00	962,359.00	1,560,416.70	2,995,770.70
	962,359.00	800,493.25	472,995.00	962,359.00	1,560,416.70	2,995,770.70

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	962,359.00	800,493.25	472,995.00	962,359.00	1,560,416.70	2,995,770.70
		0.00	0.00	0.00	0.00	445.00	445.00
	ESSA Comprehensive Support and Improvement (CSI) Local Educational Agency (LEA)	0.00	0.00	0.00	0.00	131,300.00	131,300.00
	LCFF Supplemental and Concentration	0.00	800,493.25	0.00	0.00	1,184,421.70	1,184,421.70
	Low-Performing Students Block Grant (LPSBG)	0.00	0.00	0.00	0.00	14,000.00	14,000.00
	Supplemental	962,359.00	0.00	472,995.00	962,359.00	0.00	1,435,354.00
	Title I	0.00	0.00	0.00	0.00	202,550.00	202,550.00
	Title II	0.00	0.00	0.00	0.00	27,700.00	27,700.00

* Totals based on expenditure amounts in goal and annual update sections.

	Total Expenditures by Goal					
Goal	**2018-19 Annual Update Budgeted**	**2018-19 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
Goal 1	586,907.00	380,715.73	424,820.00	586,907.00	1,077,997.33	2,089,724.33
Goal 2	30,545.00	25,949.69	18,539.00	30,545.00	69,213.68	118,297.68
Goal 3	344,907.00	393,827.83	29,636.00	344,907.00	413,205.69	787,748.69
Goal 4			0.00	0.00	0.00	0.00
Goal 5			0.00	0.00	0.00	0.00
Goal 6			0.00	0.00	0.00	0.00
Goal 7			0.00	0.00	0.00	0.00
Goal 8			0.00	0.00	0.00	
Goal 9			0.00	0.00	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.