

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: South Sutter Charter School

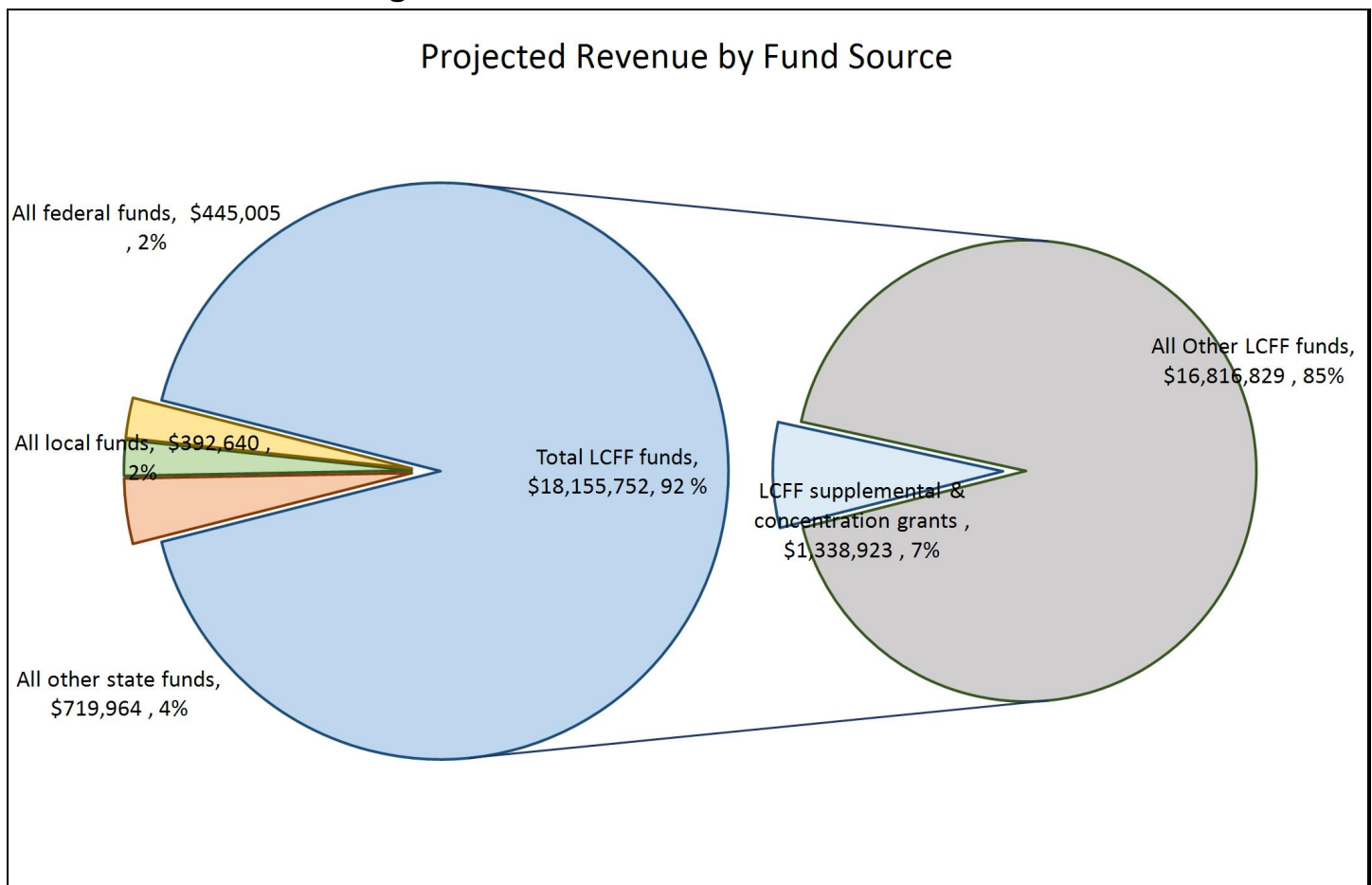
CDS Code: 51714070109793

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

LEA contact information: Burke Wallace, Executive Director of Academics

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

Budget Overview for the 2019-20 LCAP Year

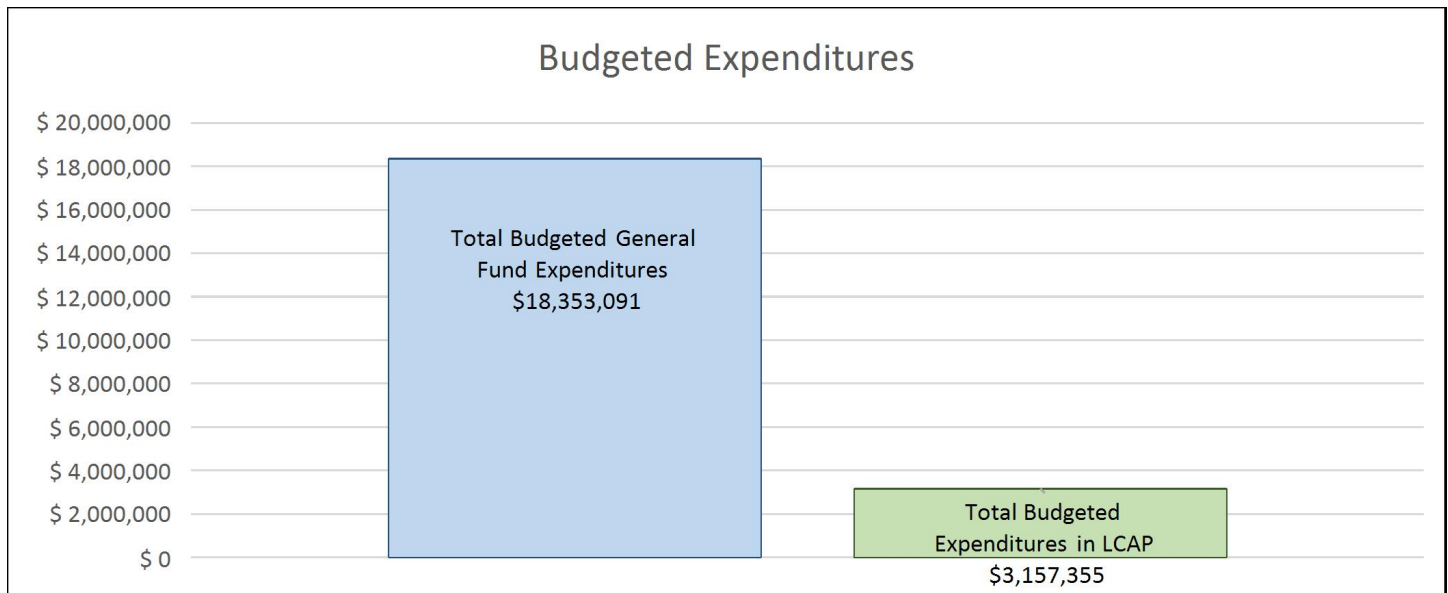


This chart shows the total general purpose revenue South Sutter Charter School expects to receive in the coming year from all sources.

The total revenue projected for South Sutter Charter School is \$19,713,361, of which \$18,155,752 is Local Control Funding Formula (LCFF), \$719,964 is other state funds, \$392,640 is local funds, and \$445,005 is federal funds. Of the \$18,155,752 in LCFF Funds, \$1,338,923 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



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

South Sutter Charter School plans to spend \$18,353,091 for the 2019-20 school year. Of that amount, \$3,157,355 is tied to actions/services in the LCAP and \$15,195,736 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

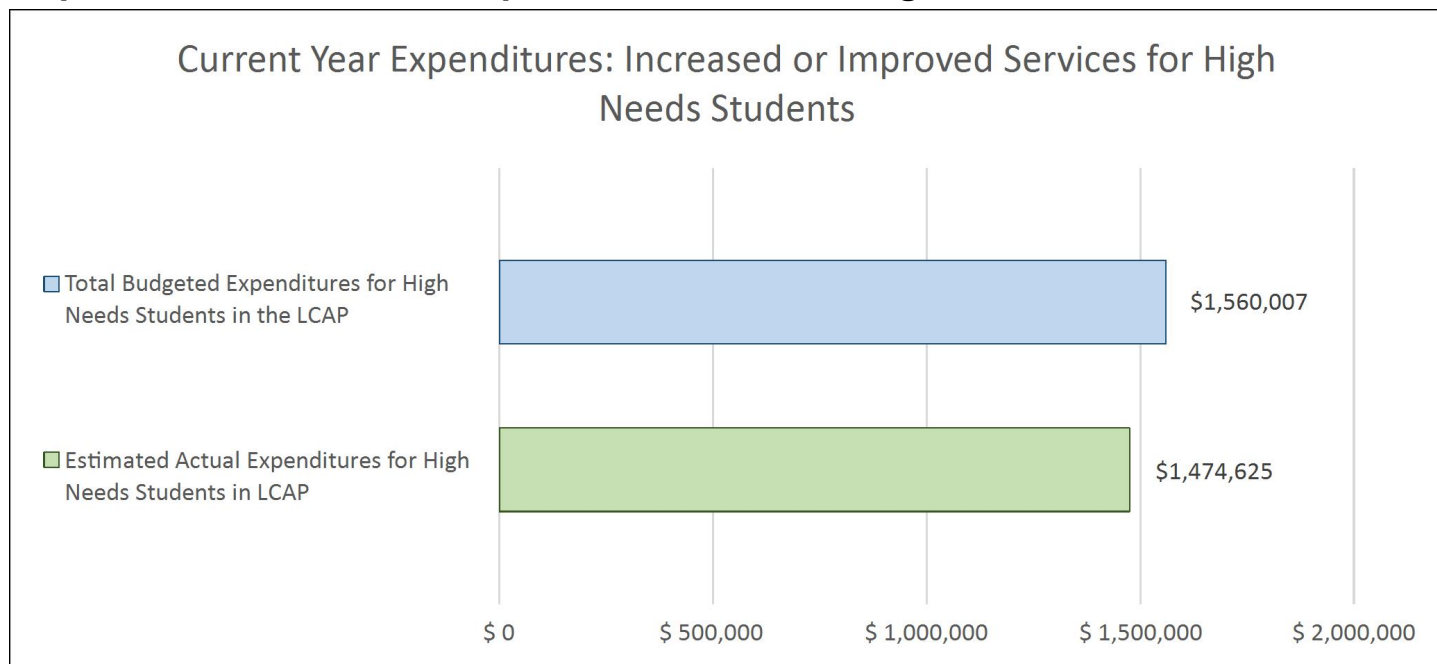
The total annual budget for South Sutter Charter school is expected to be about \$15,195,000, in addition to expenditures included in the LCAP. These expenditures (not included in the LCAP) include a base level of Certificated Educational Specialists (AKA: Teachers), Guidance Counselors, Education Liaisons, academic administrators, business services, information technology services, special education services and a myriad of expert academic support staff. It is expected that \$500 per student of general fund will go to support the shortfall for special education services for a total contribution of \$1,000,000 to special needs for students. Finally, each Education Specialist (Certificated Teacher) is provided \$2,700 - \$3,000 per student in instructional funding that can be used to support the academic needs of the student. (A minimum of \$500 must be spent on core subject activities or materials.)

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

In 2019-20, South Sutter Charter School is projecting it will receive \$1,338,923 based on the enrollment of foster youth, English learner, and low-income students. South Sutter Charter School must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, South Sutter Charter School plans to spend \$1,776,819 on actions to meet this requirement.

LCFF Budget Overview for Parents

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



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

In 2018-19, South Sutter Charter School's LCAP budgeted \$1,560,007 for planned actions to increase or improve services for high needs students. South Sutter Charter School estimates that it will actually spend \$1,474,625 for actions to increase or improve services for high needs students in 2018-19.

The difference between the budgeted and actual expenditures of \$-85,382 had the following impact on South Sutter Charter School's ability to increase or improve services for high needs students: In the 2018-2019 school year, as of mid-June 2019, South Sutter had not yet spent all of the Supplemental & Concentration funds available. The primary reason for this is our school values parent choice so our students are not required to participate in the programs offered using Supplemental & Concentration funds. Thus, some action steps had less spending than anticipated. In addition, these are estimated actual expenditures and were based on data available in mid-June 2019. Final expenditures may be higher than the estimate.

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

South Sutter Charter School

Contact Name and Title

Burke Wallace
Executive Director of Academics

Email and Phone

bwallace@ieminc.org
(800) 979-4436

2017-20 Plan Summary

The Story

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

South Sutter Charter School (SSCS) opened in the fall of the 2005/2006 school year when many families were looking for a more personalized alternative to a traditional public school setting. SSCS is a WASC accredited, independent charter school authorized by the Marcum Illinois School District in Sutter County and serves approximately 2,100 students TK-12th grade. We believe in educating each of our students for the 21st century by providing individualized learning opportunities that incorporate parental participation, choice, and involvement in curricula offered in personalized learning environments. South Sutter values the role of the parent in the education of their children and we develop a personalized learning plan for every student. We strive to create a positive learning experience by fostering a student's natural interests and abilities, promoting and strengthening their capacity to learn that preserves one's innate passion for learning.

SSCS Educational Specialists (ESs) are California credentialed general education teachers who work closely with the families to serve the assigned students educational needs as determined by a written student agreement between the parent and the ES. The parent and ES work together toward student achievement and completion toward individual growth and state standards. Stakeholder input in the last three years has prompted a period of positive change in our school. Staff, students, and parents have been heard and have driven a shift towards increasing student achievement, which is all reflected in the LCAP.

According to our 2018 California Dashboard, our student population is 3.8% English Learner (EL), 0% Foster Youth and 39.2% who are classified as Socioeconomically Disadvantaged (SED). The ethnic diversity of SSCS includes students who are White (63.5%), Hispanic (16.6%), Two or More Races (6.4%), Asian (2.4%), and African American (1.7%). In the 2018-2019, school year, the number of TK-8 English Learner students was 60 and the number of English Learner students high school students was 35. While our overall SED numbers are low compared to some other LEAs, our

high school population is over 60% SED. This dramatic difference also correlates with an increased level of support required for our high school students. Many enroll credit deficient and have attended multiple high schools before joining SSCS.

LCAP Highlights

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

For the 2019-2020 school, we are continuing to focus on student achievement in math and ELA. After reviewing the California School Dashboard and gathering input from stakeholders, our LCAP goals continue to be relevant:

Goal 1: Our stakeholders will be connected and engaged with their community.

Goal 2: Our students will achieve academically through individualized learning.

Goal 3: Our students will have access to quality curriculum and educational choices.

In addition, our focus will continue to be on academic success by providing individualized learning opportunities for students that also incorporate parental choice. Our strategy for using federal funds is to directly support our LCAP Goals and Action Steps to meet the needs of our most at-risk students. Our LCAP priorities are: to connect stakeholders with their community (LCAP Goal 1), increase student achievement through individualized learning (LCAP Goal 2) and ensure our students have access to quality curriculum and educational choices (LCAP Goal 3). The programs and activities supported with federal funds all relate to LCAP Goal 2, which is centered on increasing student achievement.

To ensure the activities funded by the state, local and federal funds aligned, all of the programs were developed to support our three LCAP goals and our school mission. Specifically, the programs funded by federal funds align to our identified priority areas in our LCAP as well. We will focus on expanding our math academic support and providing targeted support to identified subgroups in ELA and Math (LCAP Goal 2C and 2D in 2019-20). We will continue to implement a math theme to inspire student interest & we will expand our math academic support (LCAP Goal 2C in 2019-20). Finally, the school will use federal funds to provide academic support to identified student subgroups in ELA and Math (LCAP Goal 2D in 2019-20).

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

South Sutter Charter School has made significant progress in many key areas this past year:

- Successfully implemented a school-wide math initiative that offered monthly math enrichment activities for students, free math homework help (YUP), free math tutoring and

math classes in our Mobile Learning Lab and monthly staff development using the book “Mathematical Mindsets.” (LCAP Goal 2D in 2018-19)

- We had 253 students participate in 10-12 hours of intervention tutoring in either ELA or Math. After participating in the program in the fall semester, 51% of intervention tutoring participants showed an increase in grade level and/or tier level on their mid-year i-Ready assessments. (LCAP Goal 2E)
- Increased the number of students in grades 9-11 scoring at Tier 1 (at or above grade level), and saw a decrease in the percentage of students in grades 9-11 scoring at Tier 3 (2 or more grade levels below), in math on the pre to post i-Ready tests. This demonstrates a trend that students are making significant gains in their learning in a 1 year period while participating in South Sutter’s personalized learning program. (LCAP Goal 2).
- Successfully implemented an “iReady Challenge” to motivate students to complete standards-based online curriculum lessons that targeted their areas of need.
- Implemented a CAASPP preparation program where students were eligible to receive one-on-one tutoring with their teacher/ES to go over the CAASPP tools, the training test, and practice tests. A follow-up survey reports that almost all of those who participated found the experience beneficial (LCAP Goal 2).
- Knowing that our English Learner student group struggled with academic achievement, EL students were offered one on one tutoring to help them access the core curriculum and assist with their English Language Development. Free online EL curriculum was purchased for all EL students to increase student achievement. In addition, free MiFis were provided to English Learner families without internet access to allow them to access educational websites and services such as online tutoring (LCAP Goal 2E). South Sutter EL students showed academic growth in both reading and math on the i-Ready assessment. In reading, 13% of students moved out of tier 3 (2+ grade levels below) into a higher level (9% increase in tier 2 (within 1 grade level) and 4% increase in tier 1 (at or above grade level). In math, 14% of students moved out of tier 3 into a higher level (4% increase in tier 2 and 10% increase in tier 1).
- Increased number of field trips offered by 50% by offering multi-school statewide trips (LCAP Goal 1A).
- The Curriculum Team identified effective print and online curriculum for the major subject areas and organized those resources in a newly redeveloped website for easier access for our teachers and parents (LCAP Goal 2).
- Offered a range of in-person classes at various parks each week in the fall and spring through our Science and Art in the Park program. Courses offered include engineering, math, computer science, PE, ELA, and art. This year, we had 263 students participate in these classes during the Fall semester and 365 students participated in the Spring semester. (LCAP Goal 2 & Goal 3).
- Our school saw a 10% increase in the number of students enrolled in the college prep a-g courses (LCAP Goal 3).

- In 2017-18, we identified a need for parent and teacher training in the area of math achievement. Therefore, during the 2018-19 school year, we offered 7 math specific webinars and 22 vendor webinars that focused on math and ELA. Most of these webinars were recorded and can now be found on our school website under the “Resources” section.
- According to the 2018 California Dashboard, we “Met” each of our Local Indicators which included: Basics (Teachers, Instructional Materials, Facilities), Implementation of State Standards, Parent Engagement, Access to a Broad Course of Study and Local Climate Survey.
- We continue to build and develop our CTE program. We offered 90 CTE courses in 2018-2019.
- Our suspension rate continues to be very low for all student groups (0% suspended at least once in a given school year).
- Met all Measurable Outcomes under Goal 1: Offered at least 15 in-person events per academic year; increased our number of approved vendors by more than 5%, decreased attrition rates by 4% from 2017 to 2018 and implemented a Title I program in 2018-2019 (LCAP Goal 1)
- On the Fall 2018 Dashboard, the percentage of “all students” who are College & Career Ready increased by 5.2% (WASC Growth Goal 3 & LCAP Action Step 3F)
- According to survey data, 98% of students report they are mostly or always happy with their school.
- This year, we launched the Cadet Corp Program through our Science and Art in the Park program. South Sutter Charter School became the first independent study charter school to offer Military Leadership classes through the California Cadet Corps. The instruction was provided by one of our teachers, Brendan McDonough, a 1st Lieutenant Officer with the California Cadet Corps. This initial year, we had approximately 20 students participate in this Military Leadership program.
- Our 2018-2019 LCAP Goals & Action Steps closely aligned with our WASC Growth Goals. LCAP Action Steps 1A, 1B & 1C aligned with WASC Growth Goals 1 and 2. LCAP Action Step 2D aligned with WASC Growth Goal 1. LCAP Action Steps 2E aligned with WASC Growth Goals 1 and 2. LCAP Action Steps 3F and 3H aligned with WASC Growth Goals 1 and 2. Finally, LCAP Action Step 3G aligned with WASC Growth Goals 1-4.

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

For the Fall 2018 Dashboard, South Sutter “Met” all the local indicators. However, the Dashboard shows that our graduation rate is “red” due to a decline. Upon further research, we discovered some student abnormalities related to exit coding. Both our math and ELA performance indicators are “orange.” We have the following student subgroups with “red” or “orange” academic indicators: English Learners, Hispanic, Students with Disabilities, Two or More Races, Socioeconomically Disadvantaged, and White.

Based on these results, we have made changes to how we enter information into CALPADS to ensure no one in our graduation cohort is misidentified under inaccurate coding. There were also changes to who qualifies as a graduate on the CA School Dashboard graduation indicator. For example, students who complete the CHSPE or earn a diploma via Adult Education are no longer considered graduates. With a low number of students in our cohort, this can impact our schools in that each student who elects to go these routes can potentially have a sizeable impact on our rate each year. The Guidance Coordinator(s) will be creating four-year plans and meeting with all high school students and 8th-grade students to plan courses and a pathway to graduation (LCAP Goal 3F in 2019-20). Additionally, we will continue to offer targeted support and intervention programs to address learning needs in both math and ELA (LCAP Goal 2 in 2019-20). Specifically, we will continue to offer access to print and online supplemental curriculum to address the ELA and Math domains (e.g., Algebraic Thinking, Geometry, and Measurement). We will also continue to offer direct instruction synchronous online classes in Algebra and ELA for Students with Disabilities (LCAP Goal 2D in 2019-20). Finally, to address this need, we will continue to offer in-person math classes & tutoring for students two grade levels or below in math at the Mobile Science Lab (LCAP Goal 2C in 2019-20).

Further, in an effort to focus on our student achievement in math, our curriculum department will continue to implement a math initiative. ESs and parents will have easy access to our most effective math curriculum titles and resources, and we will provide access to on-demand, online math support through our vendors. ESs and parents will also have the opportunity to participate in professional development and training opportunities revolving around the math and ELA curriculum and services our vendors and curriculum department provides. (LCAP Goal 2C in 2019-20). Finally, stakeholders asked to have increased access to and awareness of in-person classes in core subject areas which we will provide through an increase in instructional funding, our Science & Art in the Park program, etc. (LCAP Goal 1, 2 & 3 in 2019-2020).

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

According to our Fall 2018 School Dashboard, in English Language Arts, the following statistically significant student groups are performing within one performance level of the “all students” level: English Learners, Hispanic, and Student with Disabilities. All other significant student subgroups are performing at the same level or above the “all students” group in ELA. In Math, the following statistically significant student groups are performing within one performance level of the “all students” level: English Learners, Hispanic, Socioeconomically Disadvantaged, and Student with Disabilities. Significant student subgroups are performing at the same level or above the “all students” group in Math. We have one subgroup, English Learners, that is performing two levels below our “all students” performance level under Chronic Absenteeism. English Learners are addressed under Goal 2 Action Step D in our 2019-2020 LCAP.

We will continue to offer targeted support and intervention programs to address performance gaps in both math and ELA (LCAP Goal 2 in 2019-20). Specifically, we will continue to offer access to print and online supplemental curriculum to address the ELA and Math domains (e.g., Algebraic Thinking, Geometry, and Measurement). We will also continue to offer direct instruction synchronous online classes in Algebra and ELA for Students with Disabilities (LCAP Goal 2D in 2019-20). Finally, to address this performance gap, we will continue to offer in-person math classes & tutoring for students two grade levels or below in math at the Mobile Science Lab (LCAP Goal 2D in 2019-20).

Further, in an effort to focus on our student achievement in math, our curriculum department will continue to implement a math initiative. ESs (teachers) and parents will have easy access to our most effective math curriculum titles and resources, and we will provide access to on-demand, online math support through our vendors (LCAP Goal 2D in 2019-20). ESs and parents will also have the opportunity to participate in professional development and training opportunities revolving around the math and ELA curriculum and services our vendors and curriculum department provides. (LCAP Goal 2C in 2019-20). Finally, stakeholders asked to have increased access to and awareness of in-person classes in core subject areas which we will provide through an increase in instructional funding, our Science & Art in the Park program, etc. (LCAP Goal 1, 2 & 3 in 2019-2020).

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.

N/A to our school.

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.

N/A to our school.

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.

N/A to our school.

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

Our stakeholders will be connected and engaged with their community

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator 1A) In-person events</p> <p>18-19 We will offer at least 15 in-person events in 2018-2019.</p> <p>Baseline In the 2017-2018 school year, 19 in-person events were held.</p>	<p>We offered 26 in-person events in 2018-19 such as field trips, family days, spelling bee, park days etc.</p>
<p>Metric/Indicator 1B) Attrition rates</p> <p>18-19 We will decrease the attrition rate by 1%</p> <p>Baseline The attrition rate for the 2016-17 school year was 34%.</p>	<p>We decreased our attrition rate by 4% from 2016-2017 to 2017-2018.</p>

Expected

Metric/Indicator

1C) New vendors

18-19

The number of new vendors will increase 5% in 2018-2019.

Baseline

The number of approved vendors in June 2018 is 2650.

Metric/Indicator

1D) Title I program plan.

18-19

We will establish and implement a Title I program plan.

Baseline

The 2018-19 school year will be the first year we implement Title 1.

Actual

We increased the number of new vendors by more than 5% this year. 190 new vendors were approved by May 2019.

This year was the first year we accepted Title 1 funds and we met this measurable outcome. Funds were used to provide staff to serve our at-risk students as well as to create and implement the intervention program for our students. We used this year to learn the reporting processes connected to Title 1 funding and developed ways to identify our Title 1 students within our student information system to ensure they are receiving the necessary supports to help them achieve academically.

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
1A. Provide access to in-person student engagement opportunities for families	1A. In 2018-2019, under Goal 1A, the school successfully: *Offered monthly student engagement opportunities such field trips, family days, spelling bee, park days etc. * Continued to offer a graduation ceremony for 8th & 12th grade students. *Offered our students in-person core academic subject vendor classes. Approximately, 4300 POs were written for service vendors offering core academic instruction (in person or online).	Base \$906,000	Base \$1,118,728.81

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1B. Build greater connections between home and school community using social media and virtual platforms.	1B. In 2018-2019, under Goal 1B, the school successfully: *Maintained the Educational Liaison position. The school Educational Liaison acts as the go-between the school and the parents & coordinates events such as group field trips, graduation ceremonies, and other community events. * Provided Zoom accounts for our teacher-led courses (ESi) and for "Support Teacher" to conduct online e-lessons with students. * Purchased the DocuSign implementation licensing fees, which is used for field trip permission slips, etc.	Base \$100,000 Supplemental and Concentration \$2,000	Base \$80,000 LCFF Supplemental and Concentration \$17,765.13

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1C. Develop parent outreach program for Title I	1C. In 2018-2019, under Goal 1C, the school successfully: * Established and/or improve Curriculum Library. The South Sutter curriculum library reorganized and cleared out obsolete materials to create room for the new curriculum for students this year. The Surpass system used in the library is also now fully operational. Surpass is an online catalog system that tracks materials and allows parents and staff to search for available items that they wish to request for their	Supplemental and Concentration \$255,000 Title I \$28,000	LCFF Supplemental and Concentration \$255,000 Title I \$28,000

student. All used curriculum items were labeled and catalogued for use in the Surpass database system. We also implemented a new shipping option so families could search for curriculum, request materials in the Surpass system & then have them shipped directly to their homes, allowing students quicker access to quality curriculum. We are finding more parents using the curriculum library this year now that curriculum can be shipped directly to their homes.

*Built our Title I program and master plan that included parent outreach, reporting, and compliance. This year was the first year we accepted Title 1 funds. Funds were used to provide staff to serve our at-risk students as well as to create and implement the intervention program for our students. We used this year to learn the reporting processes connected to Title 1 funding and developed ways to identify our Title 1 students within our student information system to ensure they are receiving the necessary supports to help them achieve academically. Title 1 also supported the development of our Curriculum Wizard. This program uses student learning styles information along with grade level information to make recommendations for the most applicable curriculum choice to meet each student's needs. This will help our Title 1 students by ensuring they have access to

curriculum that is at their grade level and also appropriate for their learning style, which will make the curriculum more accessible and relevant for each student.

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.

Under Goal 1, we had three action steps that also aligned with our WASC Growth Goals 1 and 2: 1A) Provide access to in-person student engagement opportunities for families 1B) Build greater connections between home and school community using social media and virtual platforms and 1C) Develop parent outreach program for Title I. Action Steps 1A and 1B were fully implemented. We offered 26 student engagement opportunities such as field trips, family days, spelling bee, park days, as well as offering a graduation ceremony for 8th & 12th-grade students at no cost to the student. We continue to fund the Educational Liaison position. The school Educational Liaison acts as the go-between the school and the parents & coordinates events such as group field trips, graduation ceremonies, and other community events. The school provided Zoom accounts for our teacher-led academic courses (ESi) and for our "Support Teachers" to conduct online lessons with students.

As part of our Title 1 implementation under Action Step 1C, we planned to establish and improve our Curriculum Library. SSCS continues to be in the process of acquiring a facility to create this space. With support from our authorizing district, we have been able to begin the process of establishing a resource center. This will be a multi-year construction project. In addition, the Surpass system used in the library was fully operational this year. Surpass is an online catalog system that tracks materials and allows parents and staff to search for available items that they wish to request for their student. We also implemented a new shipping option so families could search for curriculum, request materials in the Surpass system & then have them shipped directly to their homes, allowing students quicker access to quality curriculum. The remainder of Action Step 1C was implemented as our Title 1 program was successfully developed. Funds were used to provide staff to serve our at-risk students as well as to create and implement the intervention program for our students. Title 1 also supported the development of our Curriculum Wizard. This program uses student learning styles information along with grade level information to make recommendations for the most applicable curriculum choice to meet each student's needs. This will help our Title 1 students by ensuring they have access to curriculum that is at their grade level and also appropriate for their learning style, which will make the curriculum more accessible and relevant for each student.

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

We met all four of our measurable outcomes for Goal 1. We offered more than 15 in-person events per academic year including field trips, family days, park days and more. We decreased our attrition rate by more than 1%. The number of new curriculum and class vendors increased by more than 5%. Finally, we established and implemented a Title I program plan.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Under Action Step 1A, our students took more in-person core academic subject vendor classes, etc than originally estimated so more spending occurred under Base. At the beginning of the year, we had a change in the funding source for DocuSign under Action Step 1B. The funds came from Supplemental & Concentration rather than Base so that is why Action Step 1B shows less spent under Base and more spent under Supplemental & Concentration. Finally, estimated actual expenditures were based on data available in mid-June 2019.

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.

After reviewing the California School Dashboard and gathering input from stakeholders, we have concluded that Goal 1 is still relevant and applicable next year. We will be continuing with the same first two actions steps which will continue to align with our WASC Growth Goals 1 and 2. In 2019-20, we have LCAP Goal & Action Step 1A) Provide access to in-person student engagement opportunities for families and LCAP Goal & Action Step 1B) Build greater connections between home and school community using social media and virtual platforms. Some of the funding sources for the Action Steps have been changed and/or the budgets updated. We eliminated Action Step 1C as we have already implemented our Title 1 program. However, we will continue to support our Curriculum Library & Title 1 program through other Action Steps.

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

Our students will achieve academically through individualized learning.

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 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

2A) i-Ready assessment

18-19

Students who participate in Intervention Options will demonstrate academic growth as measured by the iReady.

Baseline

In 2017-2018, in ELA, 58% of South Sutter students tested at or above grade-level and in math, 47% of South Sutter students tested at or above grade-level in 2017-2018. In 2018-2019, we will be focusing on the academic growth of our intervention students.

Metric/Indicator

2B) Title I program plan

Actual

South Sutter offered Intervention tutoring for students who are 2 or more grade levels below as indicated on their Fall i-Ready assessment. In the 2018-19 school year, we had 253 students participate in 10-12 hours of intervention tutoring. This year we tracked the progress of students participating in our intervention tutoring program. After participating in the program in the fall semester, 51% of intervention tutoring participants showed an increase in grade level and/or tier level on their mid-year i-Ready assessments

This year was the first year our school accepted Title 1 funds. Funds were used to provide staff to serve our at-risk students as well as to create and

Expected

18-19

We will establish and implement a Title I program plan in 2018-2019.

Baseline

The 2018-19 school year will be the first year we implement Title 1.

Metric/Indicator

2C) Performance on CAASPP

18-19

We will increase the performance level (as measured by the CAASPP) in ELA and Math by 2 points over the previous year

Baseline

According to the data available on the California Dashboard, "all student" performance in ELA was maintained with a +.9 point increase in performance. "All student" performance declined in Math by -8.7 points.

Actual

implement the intervention program for our students. We used this year to learn the reporting processes connected to Title 1 funding and developed ways to identify our Title 1 students within our student information system to ensure they are receiving the necessary supports to help them achieve academically. To ensure the activities funded by the state, local and federal funds aligned, all of the programs were developed to support our three LCAP goals and our school mission.

Specifically, the programs funded by federal funds align to our identified priority areas in our LCAP as well. We will focus on expanding our math academic support and providing targeted support to identified subgroups in ELA and Math (LCAP Goal 2C and 2D in our 2019-20 LCAP). We will continue to implement a math theme to inspire student interest & we will expand our math academic support (LCAP Goal 2C in our 2019-20 LCAP). Finally, the school will use federal funds to provide academic support to identified student subgroups in ELA and Math (LCAP Goal 2D in our 2019-20 LCAP)

Title 1 also supported the development of our Curriculum Wizard. This program uses student learning styles information along with grade level information to make recommendations for the most applicable curriculum choice to meet each student's needs. This will help our Title 1 students by ensuring they have access to curriculum that is at their grade level and also appropriate for their learning style, which will make the curriculum more accessible and relevant for each student.

According to the data available on the 2018 California Dashboard, school-wide student performance in ELA declined by -12.8 points in performance. "All student" performance declined in Math by -5.4 points.

For ELA, we had six subgroups with a decline in performance: EL, Hispanic, Students with Disabilities, Two or More Races, Socioeconomically Disadvantaged, and White. Our Asian subgroup increased performance with a 10.4 point gain.

For Math, we had four subgroups with a decline in performance: EL, Hispanic, Socioeconomically Disadvantaged, White, and Asian. Three subgroups maintained performance: Students with Disabilities, Two or More Races, and White.

To address the decline in scores seen on the Dashboard from 2017 to 2018, we have had an increased focus on academic achievement & have implemented programs such as offering intervention tutoring for students two grade levels below, offering intervention tutoring to our EL students, offering a

Expected

Actual

Metric/Indicator

2D) ELPAC assessment

18-19

We will establish a baseline for EL students based on the new ELPAC assessment.

Baseline

The 2018-19 school year will be the first year we use the new ELPAC assessment.

variety of intervention curriculum, added a math initiative to increase student achievement in math, offered professional development on student achievement for general education and special education teachers, etc. In the 2018-19 school year, we had 257 students participate in intervention tutoring. After participating in the program in the fall semester, 51% of intervention tutoring participants showed an increase in grade level and/or tier level on their mid-year i-Ready assessments. We believe an increase in our CAASPP scores will be seen over time on the California Dashboard.

The 2017-18 Summative ELPAC was the first operational administration, which will establish our baseline data for our EL subgroup. In our first administration, 31.4% of our EL students scored Level 4 - well developed overall, and another 26.7% scored Level 3 - Moderately Developed.

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
2D. Implement a math theme to inspire student interest & expand math academic support for families including curriculum, instructional techniques & tutoring options	2D. In 2018-2019, under Goal 2D, the school successfully: *Implemented a school-wide math initiative that offered monthly math enrichment activities for students, free math homework help (YUP), free math tutoring and math classes in our Mobile Learning Lab and monthly staff development using the book "Mathematical Mindsets." *Offered math classes & tutoring for students 2-grade levels or	Supplemental and Concentration \$40,500	LCFF Supplemental and Concentration \$44,349.49
		Title I \$55,000	Title I \$55,000

below in math in our Mobile Learning Lab.
 *Continued to offer Kidzmet & K-8 Curriculum Wizard. Using Kidzmet, students completed an online learning inventory so parents & teachers can review the multiple intelligences information and learning style preferences for their student. Using the results from Kidzmet, the Curriculum Wizard then provides information on which core curriculum would be best for that student.

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2E. Provide academic support to identified student subgroups in ELA and Math, offering a wide range of options, including in-person and virtual opportunities.	<p>2E. In 2018-2019, under Goal 2E, the school successfully:</p> <p>*Tracked and analyzed CAASPP academic & participation data. Participation and completion were tracked by test site coordinators and accountability coordinators for every test site.</p> <p>*Purchased i-Ready Intervention Curriculum. It was used by some of our intervention students as well as by the general student population to increase student mastery of challenging academic standards.</p> <p>*Provided six i-Ready webinars for teachers and parents explaining assessment data on the progress of students.</p> <p>*Purchased online intervention curriculum for students with high needs. Most popular curriculum</p>	<p>Supplemental and Concentration \$480,577</p> <p>Title I \$91,148</p>	<p>LCFF Supplemental and Concentration \$416,183.72</p> <p>Title I \$91,148</p>

ordered included: iReady, Mathseeds, Imagine Math, IXL Math, ALEKS and Sumdog.

- *Purchased print intervention curriculum for high needs students including Key To..., Evan Moor, Ready Common Core, CAMS/STAMS/Solve and Focus on Math.
- *Provided in-person intervention tutoring for Math and ELA
- *Provided ESi (teacher) tutoring for Intervention students in Math and ELA
- *Purchased YUP (an online tutoring/homework help service) for students in 6th through 12th grade.
- *Provided online or in-person tutoring for EL/English Learners
- *Purchased English Learner (EL) supplemental curriculum for English language acquisition. All EL students were offered a supplemental curriculum for English language acquisition. With input from the ELAC Committee, the following curriculum choices were chosen to be offered: Mango (an online language acquisition program) and Lexia Core 5 EL (an online comprehension program). Print curriculum choices offered were: CELDT Practice & Mastery (Curriculum & Associates), Spotlight Writing Program (Curriculum & Associates) and Evan Moor Daily Workbooks (Language Arts; Reading Foundational Skills, Reading Literature & Informational Texts; Writing). NOTE: We now use the

ELPAC assessment, not the CELDT, but CELDT practice workbooks are still useful in developing English language skills.

- *Maintained EL Instructor Staffing to provide weekly ELA instruction to our Long Term EL Students (ELTEls).

- *Provided MiFi for internet access for English Learners (EL) so they could access their tutoring and online curriculum

- *Provided tutoring for students with disabilities in either ELA or Math. Students with disabilities were given the choice between online or in person tutoring sessions. SS: Due to cost differences, students that chose in-person tutoring received 10 one hour sessions and online tutoring students received 12 one hour sessions.

- *Provided staffing to oversee & coordinate the tutoring program for special education students

- *Provided staff development in ELA and Math for special education teachers. Topics covered during staff development sessions included: intervention strategies and curriculum for ELA & Math; assessing of baselines for IEP goals; progress monitoring; direct instruction on the book Mathematical Mindsets; developing alternate ways to teach challenging math concept; the writing process and ways to progress students to a higher level of proficiency with the entire writing process.

*Developed math and ELA supplemental strategies for special needs students. In addition, staff also created an Algebra 1 course (A-G) and English 9, 10, 11 and 12 courses to ensure effective instruction was being provided to our 9-12 SPED students.

*Analyzed testing results and effectiveness of Math and ELA intervention program

*Broadened our analysis of assessment data and school performance reports. The data provided included: School-wide vs subgroup CAASPP data, ELPAC performance data, i-Ready performance data, Students with Disabilities subgroup data for multiple assessments.

*Hired a TK-8 Curriculum Coordinator, a TK-8 Intervention Coordinator, & a High School Curriculum Coordinator to support the needs of our Title 1 and High Need students through our Intervention Program.

Analysis

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

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

Under Goal 2, we had two action steps: 2D) Implement a math theme to inspire student interest & expand math academic support for families including curriculum, instructional techniques & tutoring options (WASC Growth Goal 1) and 2E) Provide academic support to identified student subgroups in ELA and Math, offering a wide range of options, including in-person and virtual opportunities (WASC Growth Goals 1 & 2).

Action Steps 2D and 2E were fully implemented. Both Action Steps included many programs, activities, and opportunities for students and staff (all listed above in detail under the Actual Actions/Services provided). Under Action Step 2D, we fully implemented a school-wide math initiative that offered monthly math enrichment activities for students, free math homework help (YUP), free math tutoring and math classes in our Mobile Learning Lab and monthly staff development using the book “Mathematical Mindsets.” We also continued to offer Kidzmet & K-8 Curriculum Wizard. Using Kidzmet, students completed an online learning inventory so parents & teachers can review the multiple intelligences information and learning style preferences for their student. Using the results from Kidzmet, the Curriculum Wizard then provides information on which core curriculum would be best for that student. Under Action Step 2E, we offered a wide variety of academic support to identified subgroups. Highlights of implementation include: purchasing i-Ready Intervention curriculum to increase student mastery of challenging academic standards, providing six i-Ready webinars for teachers and parents explaining assessment data on the progress of students, providing online or in-person tutoring and supplemental English Learner curriculum, for our EL/English Learners, providing tutoring for our students with disabilities in either ELA or Math, providing staff development in ELA and Math for special education teachers, analyzing testing results and effectiveness of Math and ELA intervention program, hiring a TK-8 Curriculum Coordinator, a TK-8 Intervention Coordinator, & a High School Curriculum Coordinator to support the needs of our Title 1 and High Need students through our Intervention Program, purchasing online and print intervention curriculum for students with high needs, and providing in-person intervention tutoring for 253 students in Math or ELA. After participating in the program in the fall semester, 51% of intervention tutoring participants showed an increase in grade level and/or tier level on their mid-year i-Ready assessments.

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

We met three of our four measurable outcomes for Goal 2. We demonstrated academic growth as measured by the iReady, for students who participated in Intervention options. 51% of intervention tutoring participants showed an increase in grade level and/or tier level on their mid-year i-Ready assessments. We established and implemented a Title I program plan. We established a baseline for EL students based on the new ELPAC assessment. We, unfortunately, did not increase the performance level (as measured by the CAASPP) in ELA & Math by 2 points over the previous year. To address the decline in scores seen on the Dashboard from 2017 to 2018, we have had an increased focus on academic achievement & have implemented programs such as offering intervention tutoring for students two grade levels below, offering intervention tutoring to our EL students, offering a variety of intervention curriculum, added a math initiative to increase student achievement in math, offered professional development on student achievement for general education and special education teachers, etc. Our stakeholders agreed, via a survey, online meetings and email, that intervention services continued to be extremely important and the tutoring options were requested for future years. Therefore, we will continue to focus on action and services that support the academic achievement of all students but especially our unduplicated student count.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Under Action Step 2D, our expenses for the math initiative were higher than originally anticipated so additional funds were spent under Supplemental & Concentration. Under Action Step 2E, our school values parent choice so our students are not required to participate in our programs so this action item had less spending than anticipated. Finally, estimated actual expenditures were based on data available in mid-June 2019.

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.

After reviewing the California School Dashboard and gathering input from stakeholders, we have concluded that Goal 2 is still relevant and applicable next year. We will be continuing with the same two actions steps in 2019-2020 which also align with our WASC Growth Goals: 2C) Implement a math theme to inspire student interest & expand math academic support for families including curriculum, instructional techniques & tutoring options (WASC Growth Goal 1) and 2D) Provide academic support to identified student subgroups in ELA and Math, offering a wide range of options, including in-person and virtual opportunities (WASC Growth Goals 1-4).

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

Our students will have access to quality curriculum and educational choices.

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 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

3A) Implementation of a library system

18-19

We will fully implement a library system for the curriculum library in 2018-2019.

Baseline

Our school has the Surpass system but the 2018-19 will be the first year of full implementation.

Actual

This measurable outcome was met. The South Sutter curriculum library reorganized and cleared out obsolete materials to create room for new curriculum for students this year. The Surpass system used in the library is also now fully operational. Surpass is an online cataloguing system that tracks materials and allows parents and staff to search for available items that they wish to request for their student. All used curriculum items were labeled and catalogued for use in the Surpass database system. We also implemented a new shipping option so families could search for curriculum, request materials in the Surpass system & then have them shipped directly to their homes, allowing students quicker access to quality curriculum. We are finding more parents using the curriculum library this year now that curriculum can be shipped directly to their homes.

Expected

Metric/Indicator

3B) New vendors

18-19

The number of new vendors will increase 5% in 2018-2019.

Baseline

The number of approved vendors at the end of the 2017-2018 school year was 2650.

Metric/Indicator

3C) Increase instructional funding

18-19

We will increase instructional funds to \$2400/year for TK-8th students and \$3000/year for the 9th-11th grade students.

Baseline

The instructional funds for last year (2017-2018) were \$2200/year for TK-8th students and \$2700/year for 9th-11th grade students.

Metric/Indicator

3D) College and Career Indicator

18-19

We will increase the percentage of students prepared for post-graduate options as measured by the College and Career Indicator

Baseline

According the Fall 2017 Dashboard, 13.6% of students in 2016 were "prepared" on the College & Career Indicator.

Actual

We increased the number of new vendors by more than 5% this year. 190 new vendors were approved by May 2019.

In response to stakeholder feedback and to provide greater access to online and hands-on learning opportunities, instructional funds for this year (2018-2019) were increased by approximately 10% to \$2400/year for TK-8th students and \$3000 for 9th-12th grade students.

According to the Fall 2018 Dashboard, 15.9% of the class of 2017 were considered prepared on the College and Career Indicator. Additionally, the class of 2018 had 21.2% of students considered prepared on this indicator. This is a 2.3% increase in 2017 and another 5.3% increase in 2018. This amounts to an overall gain of 7.6% gain from 2016 to 2018.

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
3F. Support the Curriculum Library so curriculum is more accessible to parents & Education Specialists and to improve the circulation of used curriculum.	3F. In 2018-2019, under Goal 3F, the school successfully: *Provided print math and ELA curriculum for Curriculum Library including more a-g textbooks.	Supplemental and Concentration \$151,000	LCFF Supplemental and Concentration \$150,845
		Title I \$62,328	Title I \$62,328

* Hired hourly help at the Curriculum Library to catalog and shelve curriculum during busy intake times

*Purchased work permit software, Surpass software, and scheduling software for Curriculum Library

* SS implemented the shipping of curriculum from the library to the students. The Surpass system used in the South Sutter curriculum library is also now fully operational. Surpass is an online catalog system that tracks materials and allows parents and staff to search for available items that they wish to request for their student. All used curriculum items were labeled and cataloged for use in the Surpass database system. We also implemented a new shipping option so families could search for curriculum, request materials in the Surpass system & then have them shipped directly to their homes, allowing students quicker access to quality curriculum. We are finding more parents using the curriculum library this year now that the curriculum can be shipped directly to their homes.

*Maintained staffing at the Curriculum Library

*Hired the Mobile Science Lab driver to pick up & deliver curriculum from the resource library

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3G. Provide additional options for high school students so they are prepared for postgraduate opportunities (i.e. A-G courses, CTE options, Concurrent Enrollment)	3G. In 2018-2019, under Goal 3G, the school successfully: * Maintained the HS Online Curriculum Experts *Created a-g course syllabi and updated current a-g courses *Purchased CTE course offerings for high school students (i.e. Brighton College & Drove Univ) *Maintained Guidance Coordinator Staffing *Maintained Chair positions (Math, English, History, Science) *Increased high school lab participation for required a-g science labs *Standardized the a-g course descriptions & grading methodologies including the creation of grading rubrics. (WASC Growth Goals 3 & 4)	Supplemental and Concentration \$192,060 Base \$6,750	LCFF Supplemental and Concentration \$176,046.55 Base \$6,750

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3H. Improve student access to online and hands-on learning opportunities	3H. In 2018-2019, under Goal 3H, the school successfully: *Supported the Science & Art in the Park (SAP) program by subsidizing instructional costs, offering teacher trainings, providing lab materials and curriculum for classes. *Maintained the 0.5 FTE PLTW/SAP Coordinator position *Increased in instructional funds in grades TK-12 to provide greater	Supplemental and Concentration \$202,394 Base \$407,786	LCFF Supplemental and Concentration \$205,958.77 Base \$407,786

access to quality curriculum and educational classes.
*Provided online curriculum for all families for Brain Pop, Discovery Ed, Enchanted Learning, iReady, Lynda (7th-12th). Approximately 10,000 school sponsored licenses were purchased in total between the vendors listed above.

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.

Under Goal 3, we had three action steps: 3F) Support the Curriculum Library so curriculum is more accessible to parents & ESs and to improve the circulation of used curriculum (WASC Growth Goals 1 & 2) and 3G) Provide additional options for high school students so they are prepared for postgraduate opportunities such as a-g courses, CTE options, Concurrent Enrollment (WASC Growth Goals 1-4) and 3H) Improve student access to online and hands-on learning opportunities (WASC Growth Goals 1 and 2).

Action Steps 3F, 3G and 3H were all fully implemented. The Action Steps included many programs, activities, and opportunities for students and staff (all listed above in detail under the Actual Actions/Services provided). Under Action Step 3F, we provided print math and ELA curriculum for Curriculum Library including more a-g textbooks, hired hourly help at the Curriculum Library to catalog and shelve curriculum, purchased work permit software, Surpass software, and scheduling software for Curriculum Library and implemented shipping of curriculum from the library to the students. Under Action Step 3G, we maintained the high school Online Curriculum Expert position, created a-g course syllabi and updated our current a-g courses, purchased CTE course offerings for high school students, maintained Guidance Coordinator staffing, increased our high school lab participation for required a-g science labs and standardized the a-g course descriptions & grading methodologies including the creation of grading rubrics. Finally, under Action Step 3H, we supported the Science & Art in the Park program, maintained the PLTW/SAP coordinator position, increased in instructional funds in grades TK-12 to provide greater access to quality curriculum and educational classes and provided online curriculum for all families (Brain Pop, Discovery Ed, Enchanted Learning, Lynda).

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

We met all four of our measurable outcomes for Goal 3. We successfully implemented a library system at the curriculum library. The number of new curriculum and class vendors increased by more than 5%. Instructional funding was increased for TK-12 students in

response to stakeholder feedback and to provide greater access to core academic curriculum. Finally, we increased the percentage of students prepared for post-graduate options by more than 2% as measured by the College and Career Indicator.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Under Action Step 3H, our expenses for Science & Art in the Park were slightly higher than originally budgeted under Supplemental & Concentration. Under Action Step 3G, our school values parent choice so our students are not required to participate in our programs so this action item had less spending than anticipated. Finally, estimated actual expenditures were based on data available in mid-June 2019.

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.

After reviewing the California School Dashboard and gathering input from stakeholders, we have concluded that Goal 3 is still relevant and applicable next year. We will be continuing with the same three actions steps in 2019-2020 which also align with our WASC Growth Goals: 3E) Support the Curriculum Library so curriculum is more accessible to parents & ESs and to improve the circulation of used curriculum (WASC Growth Goals 1 & 2) and 3F) Provide additional options for high school students so they are prepared for postgraduate opportunities such as a-g courses, CTE options, Concurrent Enrollment (WASC Growth Goals 1-4) and 3G) Improve student access to online and hands-on learning opportunities (WASC Growth Goals 1 and 2).

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?

The LCAP was shared with the following groups and topics/areas of focus for the future LCAP were discussed:

11/05/18 ... Parent Council/Governing Board Presentation

12/18/18 ... Parent Academic Support Survey sent to parents

01/10/19 ... Parent Academic Support Survey sent again to parents

02/07/19 ... LCAP Stakeholder Advisory Meeting

02/11/19 ... Student Learning Survey sent to ESs (teachers)

02/12/19 ... LCAP Stakeholder Advisory Meeting

05/29/19 ... LCAP Stakeholder Advisory Meeting

06/06/19 ... Governing Board Meeting presentation of the LCAP

weekly Announcements sent via parent listserv and posted on school website & social media in regards to events & activities tied to LCAP

monthly Discussion & review of LCAP programs & activities at the ES (teacher) staff meetings

monthly Discussion & review of LCAP programs & activities at the Curriculum & Guidance Department meetings

monthly Discussion & review of LCAP programs and activities at the Educational Leadership Meeting

yearly Presentation to the authorizing school district

Impact on LCAP and Annual Update

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

Based on discussions of the annual update, the stakeholders came to the consensus that our goals for 2019-20 continue to be relevant and in line with our school mission and vision. Our goals continue to be:

Goal 1: Our stakeholders will be connected and engaged with their community.

Goal 2: Our students will achieve academically through individualized learning.

Goal 3: Our students will have access to quality curriculum and educational choices.

During the 2019-20 school year, we plan on continuing to focus on increasing student achievement in math and ELA.

Based on meetings and surveys with Stakeholders (parents, students, teacher, and administrators), the following recommendations were made:

- Provide access to in-person student engagement opportunities for families
- Build connections between home and school community
- Continue to support our Curriculum Library to make the curriculum more accessible and readily available to parents & ESs
- Provide academic support to high need, identified student subgroups & EL students in ELA and Math
- Expand Career and Technical Education (CTE) offerings
- Improve access to hands-on science lab learning opportunities for students

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 1

Our stakeholders will be connected and engaged with their community

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

Local Priorities:

Identified Need:

After reviewing the recommendations from WASC visiting teams and gathering input from stakeholders, we have continued with the same LCAP goal that will focus on connecting our stakeholders with their community. Under Goal 1, in 2019-20, LCAP Action Steps 1A and 1B align with WASC Growth Goals 1 & 2. As a non-site based school where students often work independently, parents regularly request opportunities for their children to interact and engage with their school and the larger community. Supporting students in this is an important component of educating the whole child.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1A) In-person events	In the 2017-2018 school year, 19 in-person events were held.	(Same as baseline. New measurable outcomes were written for the 2018-2019 school year.)	We will offer at least 15 in-person events in 2018-2019.	We will offer at least 25 in-person events in 2019-20.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1B) Attrition rates	The attrition rate for the 2016-17 school year was 34%.	(Same as baseline. New measurable outcomes were written for the 2018-2019 school year.)	We will decrease the attrition rate by 1%	We will decrease the attrition rate by 1%.
1C) New vendors	The number of approved vendors in June 2018 is 2650.	(Same as baseline. New measurable outcomes were written for the 2018-2019 school year.)	The number of new vendors will increase 5% in 2018-2019.	The number of new vendors will increase 5% in 2019-20.

Planned Actions / Services

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

Action 1

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

[Add Students to be Served selection here]

Location(s):

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

All Schools

[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

[Add Students to be Served selection here]

Scope of Services:

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

Schoolwide

[Add Scope of Services selection here]

Location(s):

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

All Schools

[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

Unchanged Action	New Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1.01 Create a-g course revisions to a-g syllabi	1A. Provide access to in-person student engagement opportunities for families	1A. Provide access to in-person student engagement opportunities for families

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,944	\$906,000	\$906,000
Source	LCFF	Base	Base

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

[Add Students to be Served selection here]

Location(s):

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

All Schools

[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

[Add Students to be Served selection here]

Scope of Services:

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

Schoolwide

[Add Scope of Services selection here]

Location(s):

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

All Schools

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

New Action

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

Unchanged Action

2017-18 Actions/Services

1.02 Support Project Lead the Way/Mobile Science Lab program instruction

2018-19 Actions/Services

1B. Build greater connections between home and school community using social media and virtual platforms.

2019-20 Actions/Services

1B. Build greater connections between home and school community using social media and virtual platforms.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$60,000	\$100,000	\$60,000
Source	LCFF	Base	Base
Amount		\$2,000	\$42,000
Source		Supplemental and Concentration	LCFF Supplemental and Concentration

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

[Add Students to be Served selection here]

Location(s):

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

All Schools

[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

[Add Students to be Served selection here]

Scope of Services:

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

Schoolwide

[Add Scope of Services selection here]

Location(s):

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

All Schools

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

New Action

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

2017-18 Actions/Services

1.03 Purchase Project Lead the Way materials & provide PLTW teacher certification training

2018-19 Actions/Services

1C. Develop parent outreach program for Title I

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$20,000	\$255,000	
Source	LCFF	Supplemental and Concentration	
Amount		\$28,000	
Source		Title I	

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)

All

[Add Students to be Served selection here]

Location(s):

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

All Schools

[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

[Add Students to be Served selection here]

Scope of Services:

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

Schoolwide

[Add Scope of Services selection here]

Location(s):

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

All Schools

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

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

2017-18 Actions/Services

1.04 Maintain Project Lead the Way (PLTW) Coordinator position

2018-19 Actions/Services

2019-20 Actions/Services

Budgeted Expenditures

Year 2017-18

2018-19

2019-20

Amount \$45,480

Source LCFF

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)

All

[Add Students to be Served selection here]

Location(s):

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

All Schools

[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

[Add Students to be Served selection here]

Scope of Services:

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

Schoolwide

[Add Scope of Services selection here]

Location(s):

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

All Schools

[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

Modified Action		
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

1.05 Purchase online Brighton College CTE courses & fund facilities costs for CTE Drone University courses		
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$25,000		
Source	LCFF		

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)

All [Add Students to be Served selection here]

Location(s):

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

All Schools [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 [Add Students to be Served selection here]
--

Scope of Services:

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

Schoolwide [Add Scope of Services selection here]
--

Location(s):

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

All Schools [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		
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2017-18 Actions/Services

1.06 Maintain History and Science Chair
teacher positions

2018-19 Actions/Services

2019-20 Actions/Services

Budgeted Expenditures

Year 2017-18

2018-19

2019-20

Amount \$14,130

Source LCFF

Action 7

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

[Add Students to be Served selection here]

All Schools

[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

[Add Students to be Served selection here]

Schoolwide

[Add Scope of Services selection here]

All Schools

[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

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

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

1.07 Maintain WASC accreditation staffing

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,888		
Source	LCFF		

Action 8

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

[Add Students to be Served selection here]

Location(s):

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

All Schools

[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

[Add Students to be Served selection here]

Scope of Services:

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

Schoolwide

[Add Scope of Services selection here]

Location(s):

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

All Schools

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

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

2017-18 Actions/Services

1.08 Maintain Guidance Coordinator staffing

2018-19 Actions/Services

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$90,960		
Source	LCFF		

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

[Add Students to be Served selection here]

Location(s):

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

All Schools

[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

[Add Students to be Served selection here]

Scope of Services:

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

Schoolwide

[Add Scope of Services selection here]

Location(s):

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

All Schools

[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

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

2017-18 Actions/Services

1.09 Coordinate high school a-g labs and CTE courses with the Mobile Science Lab

2018-19 Actions/Services

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$11,775		
Source	LCFF		

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)

All
[Add Students to be Served selection here]

Location(s):

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

All Schools
[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
[Add Students to be Served selection here]

Scope of Services:

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

Schoolwide
[Add Scope of Services selection here]

Location(s):

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

All Schools
[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

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

2017-18 Actions/Services

1.10 Maintain a-g lab materials cost support

2018-19 Actions/Services

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$7,000		
Source	LCFF		

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)

[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)

Actions/Services

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

Unchanged Action

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

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

2017-18 Actions/Services

1.11 Maintain a-g lab instructional cost support

2018-19 Actions/Services

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,500		
Source	LCFF		

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)

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)

Actions/Services

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

New Action

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

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

2017-18 Actions/Services

1.12 Purchase work permit software, Surpass software, and scheduling software for the resource library

2018-19 Actions/Services

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$3,000		
Source	LCFF		

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 2

Our students will achieve academically through individualized learning.

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 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

After reviewing the recommendations from WASC visiting teams, the California Dashboard and gathering input from stakeholders, we have continued with the same LCAP goal that will focus on student achievement through individualized learning. Under Goal 2, in 2019-20, LCAP Action Step 2C will align with WASC Growth Goal 1 and LCAP Action Step 2D will align with WASC Growth Goals 1-4. According to the data available on the 2018 California Dashboard, schoolwide student performance in ELA declined by -12.8 points in performance. "All student" performance declined in Math by -5.4 points. In addition, a stakeholder survey indicated a need for additional support in core academic areas, especially math, as well as continued support through our intervention program.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
2A) i-Ready assessment	In 2017-2018, in ELA, 58% of South Sutter	(Same as baseline. New measurable outcomes	Students who participate in Intervention Options	50% of students who participated in

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	students tested at or above grade-level and in math, 47% of South Sutter students tested at or above grade-level in 2017-2018. In 2018-2019, we will be focusing on the academic growth of our intervention students.	were written for the 2018-2019 school year.)	will demonstrate academic growth as measured by the iReady.	intervention options will show an increase in grade level and/or tier level on their mid-year iReady assessments.
2B) Performance on CAASPP	According to the data available on the California Dashboard, "all student" performance in ELA was maintained with a +.9 point increase in performance. "All student" performance declined in Math by -8.7 points.	(Same as baseline. New measurable outcomes were written for the 2018-2019 school year.)	We will increase the performance level (as measured by the CAASPP) in ELA and Math by 2 points over the previous year	We will increase the performance level (as measured by the CAASPP) in ELA and Math by 2 points over the previous year
2C) ELPAC assessment	The 2018-19 school year will be the first year we use the new ELPAC assessment.	(Same as baseline. New measurable outcomes were written for the 2018-2019 school year.)	We will establish a baseline for EL students based on the new ELPAC assessment.	We will increase the percentage of EL students scoring Level 3 or 4 overall on the ELPAC by 2%.

Planned Actions / Services

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

Action 1

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
[Add Students to be Served selection here]

All Schools
[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

[Add Students to be Served selection here]

Scope of Services:

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

Schoolwide

[Add Scope of Services selection here]

Location(s):

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

All Schools

[Add Location(s) selection here]

Actions/Services

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

Modified Action

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

New Action

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

Modified Action

2017-18 Actions/Services

2.01 Track and analyze CAASPP academic & participation data

2018-19 Actions/Services

2D. Implement a math theme to inspire student interest & expand math academic support for families including curriculum, instructional techniques & tutoring options

2019-20 Actions/Services

2C. Maintain a math theme to inspire student interest & expand math academic support for families including curriculum, instructional techniques & tutoring options.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$14,150	\$40,500	\$5,500
Source	LCFF	Supplemental and Concentration	Title II
Amount		\$55,000	\$35,000
Source		Title I	Title I

Amount			\$20,000
Source			LPSBG

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
[Add Students to be Served selection here]

Location(s):

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

All Schools
[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)

Foster Youth
Low Income
[Add Students to be Served selection here]

Scope of Services:

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

Schoolwide
[Add Scope of Services selection here]

Location(s):

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

All Schools
[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

2017-18 Actions/Services

2.02 Purchase i-Ready intervention curriculum

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

Modified Action

2018-19 Actions/Services

2E. Provide academic support to identified student subgroups in ELA and Math, offering a wide range of options, including in-person and virtual opportunities.

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

Unchanged Action

2019-20 Actions/Services

2D. Provide academic support to identified student subgroups in ELA and Math, offering a wide range of options, including in-person and virtual opportunities.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$83,700	\$480,577	\$87,405
Source	LCFF	Supplemental and Concentration	LCFF Supplemental and Concentration
Amount		\$91,148	\$162,529
Source		Title I	Title I
Amount			\$4,867
Source			Title II
Amount			\$210,000
Source			LPSBG

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

[Add Students to be Served selection here]

Location(s):

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

All Schools

[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

[Add Students to be Served selection here]

Scope of Services:

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

Schoolwide

[Add Scope of Services selection here]

Location(s):

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

All Schools

[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

Unchanged Action		
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

2.03 Provide i-Ready webinars for teachers and parents		
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,000		
Source	LCFF		

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)

All
[Add Students to be Served selection here]

Location(s):

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

All Schools
[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
[Add Students to be Served selection here]

Scope of Services:

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

Schoolwide
[Add Scope of Services selection here]

Location(s):

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

All Schools
[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

Unchanged Action		
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2017-18 Actions/Services

2.04 Purchase online intervention curriculum

2018-19 Actions/Services

2019-20 Actions/Services

Budgeted Expenditures

Year 2017-18

2018-19

2019-20

Amount \$10,000

Source LCFF

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)

All

[Add Students to be Served selection here]

Location(s):

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

All Schools

[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

[Add Students to be Served selection here]

Scope of Services:

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

Schoolwide

[Add Scope of Services selection here]

Location(s):

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

All Schools

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

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

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

2.05 Purchase print intervention curriculum

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$14,000		
Source	LCFF		

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)

All

[Add Students to be Served selection here]

Location(s):

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

All Schools

[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

[Add Students to be Served selection here]

Scope of Services:

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

Schoolwide

[Add Scope of Services selection here]

Location(s):

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

All Schools

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

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

2017-18 Actions/Services

2.06 Provide online, in person or group intervention tutoring for students scoring

2018-19 Actions/Services

2019-20 Actions/Services

two grade levels below as measured by i-Ready"

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$175,000		
Source	LCFF		

Action 7

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

[Add Students to be Served selection here]

Location(s):

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

All Schools

[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

[Add Students to be Served selection here]

Scope of Services:

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

Schoolwide

[Add Scope of Services selection here]

Location(s):

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

All Schools

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

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

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

2.07 Maintain High School Online Curriculum Expert(s) staffing to be a resource to teachers, student and parents

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$11,775		
Source	LCFF		

Action 8

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

[Add Students to be Served selection here]

Location(s):

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

All Schools

[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

[Add Students to be Served selection here]

Scope of Services:

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

Schoolwide

[Add Scope of Services selection here]

Location(s):

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

All Schools

[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

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

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

2.08 Maintain English and Math Chair
teacher positions

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$14,130		
Source	LCFF		

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

[Add Students to be Served selection here]

Location(s):

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

All Schools

[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

[Add Students to be Served selection here]

Scope of Services:

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

Schoolwide

[Add Scope of Services selection here]

Location(s):

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

All Schools

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

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

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

2.09 Provide ESi (Educational Specialist Instruction) tutoring for intervention students

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$20,000		
Source	LCFF		

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)

Students with Disabilities

[Add Students to be Served selection here]

Location(s):

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

All Schools

[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

[Add Students to be Served selection here]

Scope of Services:

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

Schoolwide

[Add Scope of Services selection here]

Location(s):

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

All Schools

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

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

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

2.10 Provide small group tutoring for special education students

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$10,000		
Source	LCFF		

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)

Students with Disabilities

[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

[Add Students to be Served selection here]

Scope of Services:

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

Schoolwide

[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

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

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

2.11 Provide staffing to oversee small group tutoring for special education students

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,000		
Source	LCFF		

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)

Students with Disabilities

[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

[Add Students to be Served selection here]

Scope of Services:

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

Schoolwide

[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

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

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

2.12 Provide staff development in ELA and Math for special education teachers

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$3,667		
Source	LCFF		

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)

[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)

Actions/Services

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

New Action

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

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

2017-18 Actions/Services

2.13 Provide Writing Initiative parent webinar training

2018-19 Actions/Services

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$4,000		
Source	LCFF		

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)

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)

Actions/Services

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

New Action

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

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

2017-18 Actions/Services

2.14 Analyze testing results and the effectiveness of our Intervention program

2018-19 Actions/Services

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,000		
Source	LCFF		

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)

Actions/Services

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

New Action

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

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

2017-18 Actions/Services

2.15 Provide Zoom accounts for ESi courses and 'Support Teacher' online lessons with students

2018-19 Actions/Services

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,000		
Source	LCFF		

Action 16

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)

Actions/Services

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

Modified Action

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

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

2017-18 Actions/Services

2.16 Establish and improve the resource center

2018-19 Actions/Services

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$255,000		
Source	LCFF		

Action 17

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)

Actions/Services

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

New Action

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

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

2017-18 Actions/Services

2.17 Maintain staffing at the Resource Center

2018-19 Actions/Services

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$135,000		
Source	LCFF		

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 3

Our students will have access to quality curriculum and educational choices.

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 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

After reviewing the recommendations from WASC visiting teams and gathering input from stakeholders, we have decided to continue with the same LCAP goal that will focus on increasing access to quality curriculum and learning opportunities. Under Goal 3 in 2019-20, LCAP Action Step 3E will align with WASC Growth Goals 1 and 2. LCAP Action Step 3F will align with WASC Growth Goals 1-4 and Action Step 3G will align with WASC Growth Goals 1 and 2. A stakeholder survey indicated a need for additional funds to access online and hands-on learning opportunities, greater access to the curriculum in the curriculum library, as well as more course options for high school students.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
3A) Implementation of a library system	Our school has the Surpass system but the 2018-19 will be the first year of full implementation.	(Same as baseline. New measurable outcomes were written for the 2018-2019 school year.)	We will fully implement a library system for the curriculum library in 2018-2019.	Improve the circulation of the curriculum offered at the curriculum library.
3B) New vendors	The number of approved vendors at the end of the 2017-2018 school year was 2650.	(Same as baseline. New measurable outcomes were written for the 2018-2019 school year.)	The number of new vendors will increase 5% in 2018-2019.	The number of new vendors will increase 5% in 2019-20.
3C) Increase instructional funding	The instructional funds for last year (2017-2018) were \$2200/year for TK-8th students and \$2700/year for 9th-11th grade students.	(Same as baseline. New measurable outcomes were written for the 2018-2019 school year.)	We will increase instructional funds to \$2400/year for TK-8th students and \$3000/year for the 9th-11th grade students.	We will increase instructional funds to \$2700/year for TK-8th students and maintain \$3000/year for the 9th-11th grade students.
3D) College and Career Indicator	According the Fall 2017 Dashboard, 13.6% of students in 2016 were "prepared" on the College & Career Indicator.	(Same as baseline. New measurable outcomes were written for the 2018-2019 school year.)	We will increase the percentage of students prepared for post-graduate options as measured by the College and Career Indicator	We will increase the number of students considered prepared under the College and Career indicator by 2%.

Planned Actions / Services

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

Action 1

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

[Add Students to be Served selection here]

Location(s):

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

All Schools

[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

[Add Students to be Served selection here]

Scope of Services:

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

Schoolwide

[Add Scope of Services selection here]

Location(s):

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

All Schools

[Add Location(s) selection here]

Actions/Services

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

Modified Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

3.01 Provide MiFi for internet access for English Learner (EL) students that do not have any internet access at home

2018-19 Actions/Services

3F. Support the Curriculum Library so curriculum is more accessible to parents & Education Specialists and to improve the circulation of used curriculum.

2019-20 Actions/Services

3E. Support the Curriculum Library so curriculum is more accessible to parents & Education Specialists and to improve the circulation of used curriculum.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$10,000	\$151,000	\$372,000
Source	LCFF	Supplemental and Concentration	LCFF Supplemental and Concentration
Amount		\$62,328	
Source		Title I	

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

[Add Students to be Served selection here]

Location(s):

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

All Schools

[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

[Add Students to be Served selection here]

Scope of Services:

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

Schoolwide

[Add Scope of Services selection here]

Location(s):

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

All Schools

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

3.02 Provide ESi (Educational Specialist Instruction) online tutoring for English Learner (EL) students

2018-19 Actions/Services

3G. Provide additional options for high school students so they are prepared for postgraduate opportunities (i.e. A-G courses, CTE options, Concurrent Enrollment)

2019-20 Actions/Services

3F. Provide additional options for high school students so they are prepared for postgraduate opportunities (i.e. A-G courses, CTE options, Concurrent Enrollment)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,000	\$192,060	\$157,180
Source	LCFF	Supplemental and Concentration	LCFF Supplemental and Concentration

Amount		\$6,750	\$6,750
Source		Base	Base

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
[Add Students to be Served selection here]

Location(s):

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

All Schools
[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
[Add Students to be Served selection here]

Scope of Services:

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

Schoolwide
[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

Unchanged Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

3.03 Provide online or in person tutoring for English Learner (EL) students with vendors

2018-19 Actions/Services

3H. Improve student access to online and hands-on learning opportunities

2019-20 Actions/Services

3G. Improve student access to online and hands-on learning opportunities

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$60,000	\$202,394	\$680,338
Source	LCFF	Supplemental and Concentration	LCFF Supplemental and Concentration
Amount		\$407,786	\$407,786
Source		Base	Base

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)

All
[Add Students to be Served selection here]

Location(s):

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

All Schools
[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
[Add Students to be Served selection here]

Scope of Services:

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

Schoolwide
[Add Scope of Services selection here]

Location(s):

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

All Schools
[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

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

2017-18 Actions/Services

3.04 Purchase English Learner (EL) online curriculum

2018-19 Actions/Services

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$6,000		
Source	LCFF		

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)

All
[Add Students to be Served selection here]

Location(s):

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

All Schools
[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
[Add Students to be Served selection here]

Scope of Services:

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

Schoolwide
[Add Scope of Services selection here]

Location(s):

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

All Schools
[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

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

2017-18 Actions/Services

3.05 Purchase alternative print/online EL curriculum for EL students

2018-19 Actions/Services

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,000		
Source	LCFF		

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)

All

[Add Students to be Served selection here]

Location(s):

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

All Schools

[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

[Add Students to be Served selection here]

Scope of Services:

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

Schoolwide

[Add Scope of Services selection here]

Location(s):

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

All Schools

[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

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

2017-18 Actions/Services

3.06 Maintain EL Instructor Staffing

2018-19 Actions/Services

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$45,480		
Source	LCFF		

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

\$1,338,923

Percentage to Increase or Improve Services

7.86%

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 funds increase for 2019-2020 is based on the number and calculation of unduplicated low -income, English Learner, and Foster Youth pupils: \$1,338,923. Note: Certified Foster Youth count is less than 3, and is not currently an active subgroup for our school. The increase in proportionality for English Learners, low-income students, and Foster Youth is 7.86%. Our current percentage of enrollment of unduplicated low-income, English Learner, and Foster Youth pupils is 39.28%.

The goals articulated and documented in this LCAP document will be implemented through our charter school programs. In order to promote an integrated program, under LCAP Goal 2, intervention services will be available to all students in our charter school and we continue to focus specifically on increasing student achievement for all students. For our unduplicated students, we will provide intervention curriculum and services, print and online intervention curriculum options, online or in-person tutoring, professional development for teachers/ESs, parent-educator training in math, and increased opportunities for students to participate in core and enrichment classes with their peers for college and career readiness. In addition, individualized tutoring and supplemental English Learner curriculum will be offered to all EL students who wished to participate, primarily concentrating on areas of need in ELA as defined by the iReady test (LCAP Goal 2D in 2019-20). We will continue to offer in-person math classes & tutoring for any student two grade levels or below in math at the Mobile Science Lab (LCAP Goal 2D in 2019-20). Finally, in an effort to focus on our student achievement in math, our curriculum department will continue to implement a math initiative. ESs (teachers) and parents will have easy access to our most effective math curriculum titles and resources, and we will provide access to on-demand, online math support through our vendors (LCAP Goal 2D in 2019-20). ESs and parents will also have the opportunity to participate in professional development and training opportunities revolving around the math and ELA curriculum and services our vendors and curriculum department provides. (LCAP Goal 2C in 2019-20). Finally, stakeholders asked to have increased access to and awareness of in-

person classes in core subject areas which we will provide through an increase in instructional funding, our Science & Art in the Park program, etc. (LCAP Goal 1, 2 & 3 in 2019-2020).

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
\$1,330,321	7.71%

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 funds increase for 2018-2019 is based on the number and calculation of unduplicated low -income, English Learner, and Foster Youth pupils: \$1,330,321. Note: Certified Foster Youth count is less than 3, and is not currently an active subgroup for our school. The increase in proportionality for English Learners, low-income students, and Foster Youth is 7.71%. Our current percentage of enrollment of unduplicated low-income, English Learner, and Foster Youth pupils is 38.55%.

The goals articulated and documented above will be carried out throughout our charter school programs. While all programs are available to all students in our charter school, our school is focusing specifically on increasing student achievement of all students. For our unduplicated students (EL & L-I), we provided intervention curriculum and services, print and online intervention curriculum options, online or in-person tutoring, professional development for , parent-educator training in math, increased access to technology (MiFis) for EL students with no internet access, and increased opportunities for students to participate in core and enrichment classes with their peers for college and career readiness.

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds

\$1,178,441

Percentage to Increase or Improve Services

6.83%

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 funds increase for 2017-2018 is based on the number and calculation of unduplicated low -income, English Learner, and Foster Youth pupils: \$1,178,441. Note: Certified Foster Youth count is less than quantity 15, and is not currently an active subgroup for LEA. Our current percentage of enrollment of unduplicated low--income, English Learner, and Foster Youth pupils is 35.49%.

The unduplicated count of low income, English Learner, and Foster Youth pupils does not exceed 55%. The LEA used LCFF funds in combination with school--specific and EL-targeted initiatives. The justification for the school-wide approach to increased and improved services comes from the stakeholders who by participating simultaneously in the annual update sessions and strategic planning sessions indicated that the state priorities and strategic plan goals affect all students. Further, stakeholders acknowledged: (1) current curricular and instructional support including increased and improved online and in-person classes in ELA, mathematics, sciences, and the arts, for college and career readiness, needs to be expanded in scope and as a vehicle to effectively deliver CCSS and to ensure effective instruction in literacy, math and science for maintaining student progress; (2) the use of technology as a tool for learning and assessing learning needs to expand; (3) Professional development for certificated teachers and training for parents who

are the primary instructors at home with students needs to increase to effectively increase students readiness for career and college after graduation; (4) Effective intervention and support programs for all struggling students' needed to increase to help close achievement gaps, including assistance to parents and teachers in monitoring these programs and assessment data to ensure student progress is understood and adequate.

The increase in proportionality for English Learners, low income students, and Foster Youth is 6.83%. For our high-need students (EL & LI), we provided additional intervention curriculum and services, tutoring, staff professional development, parent-educator training, increased access to technology for students and families, and increased opportunities for students to participate in classes with their peers for college and career readiness. Our stakeholders feel strongly these above services are important to continue for all students, especially in our independent study, homeschool environment where the parents are the students' primary teachers at home. In order for our students to be successful, our parents need additional support from our highly qualified teachers to support and ensure adequate learning progress of all students.

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

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

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

Plan Summary

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

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

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

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

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

Comprehensive Support and Improvement

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

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

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

Stakeholder Engagement

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

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

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

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

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

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

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

Priority 2: Implementation of State Standards addresses:

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

Priority 3: Parental Involvement addresses:

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

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

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

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

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

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

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

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

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

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

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

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

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

Local Priorities address:

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

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

(b) “High school dropout rate” shall be calculated as follows:

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

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

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

- (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
- (B) The total number of students in the cohort.
- (C) Divide (1) by (2).

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

- (A) The number of students who either graduated as grade 11 students or who earned any of the following:
 - (i) a regular high school diploma
 - (ii) a High School Equivalency Certificate
 - (iii) an adult education diploma
 - (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
- (B) The number of students in the DASS graduation cohort.
- (C) Divide (1) by (2).

(d) “Suspension rate” shall be calculated as follows:

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

(e) “Expulsion rate” shall be calculated as follows:

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

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

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

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

Guiding Questions: Goals, Actions, and Services

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

Prepared by the California Department of Education, January 2019

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	2,980,543.00	3,115,889.47	1,177,579.00	2,980,543.00	3,157,355.00	7,315,477.00
Base	1,420,536.00	1,613,264.81	0.00	1,420,536.00	1,380,536.00	2,801,072.00
LCFF	0.00	0.00	1,177,579.00	0.00	0.00	1,177,579.00
LCFF Supplemental and Concentration	0.00	1,266,148.66	0.00	0.00	1,338,923.00	1,338,923.00
LPSBG	0.00	0.00	0.00	0.00	230,000.00	230,000.00
Supplemental and Concentration	1,323,531.00	0.00	0.00	1,323,531.00	0.00	1,323,531.00
Title I	236,476.00	236,476.00	0.00	236,476.00	197,529.00	434,005.00
Title II	0.00	0.00	0.00	0.00	10,367.00	10,367.00

* 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	2,980,543.00	3,115,889.47	1,177,579.00	2,980,543.00	3,157,355.00	7,315,477.00
	2,980,543.00	3,115,889.47	1,177,579.00	2,980,543.00	3,157,355.00	7,315,477.00

* 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	2,980,543.00	3,115,889.47	1,177,579.00	2,980,543.00	3,157,355.00	7,315,477.00
	Base	1,420,536.00	1,613,264.81	0.00	1,420,536.00	1,380,536.00	2,801,072.00
	LCFF	0.00	0.00	1,177,579.00	0.00	0.00	1,177,579.00
	LCFF Supplemental and Concentration	0.00	1,266,148.66	0.00	0.00	1,338,923.00	1,338,923.00
	LPSBG	0.00	0.00	0.00	0.00	230,000.00	230,000.00
	Supplemental and Concentration	1,323,531.00	0.00	0.00	1,323,531.00	0.00	1,323,531.00
	Title I	236,476.00	236,476.00	0.00	236,476.00	197,529.00	434,005.00
	Title II	0.00	0.00	0.00	0.00	10,367.00	10,367.00

* 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	1,291,000.00	1,499,493.94	288,677.00	1,291,000.00	1,008,000.00	2,587,677.00
Goal 2	667,225.00	606,681.21	760,422.00	667,225.00	525,301.00	1,952,948.00
Goal 3	1,022,318.00	1,009,714.32	128,480.00	1,022,318.00	1,624,054.00	2,774,852.00

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

Expenditures Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20
All Funding Sources					

Expenditures NOT Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20
All Funding Sources					