LCFF Budget Overview for Parents

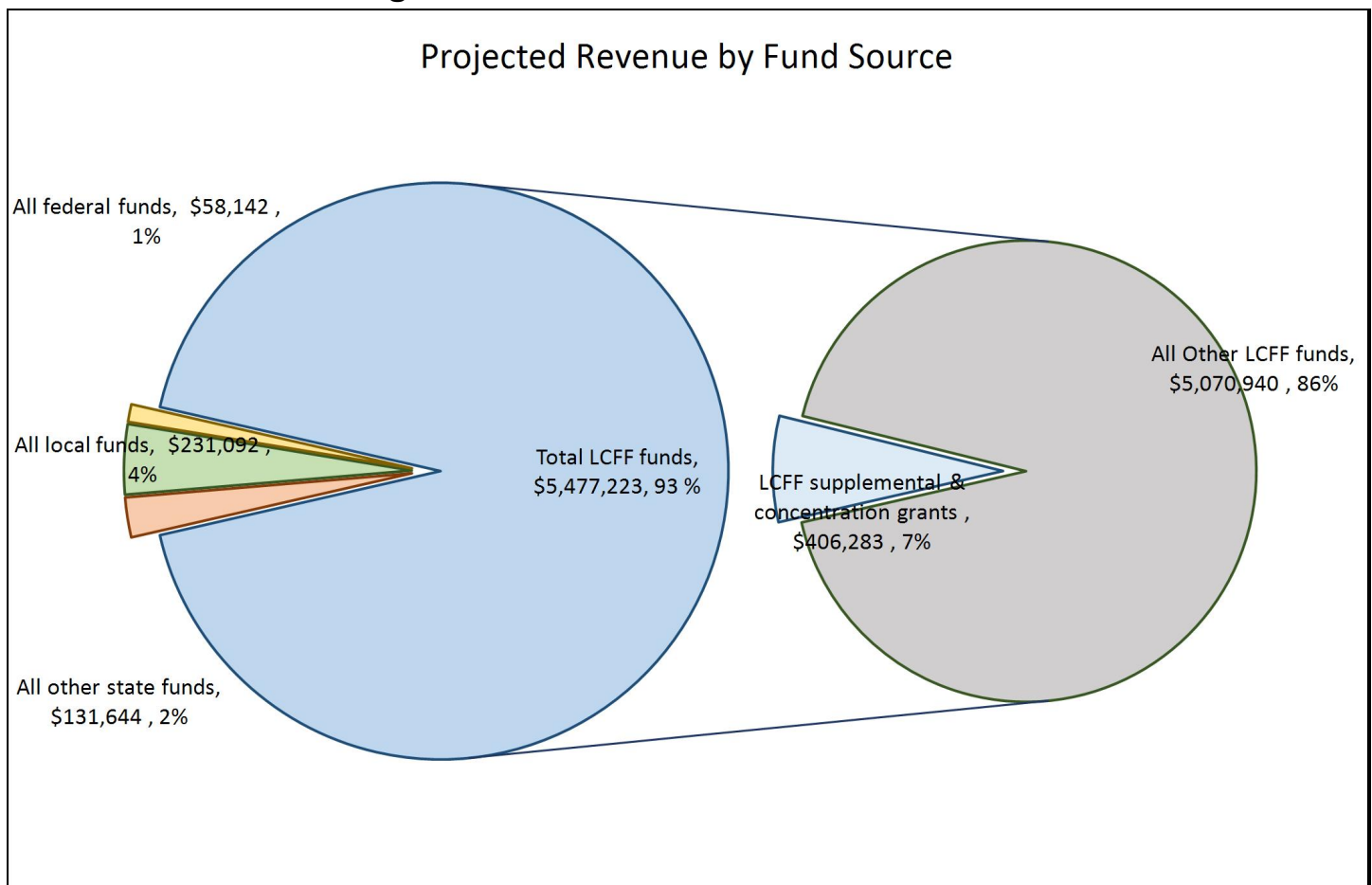Local Educational Agency (LEA) Name: Sutter Peak Charter Academy

CDS Code: 51-71423

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

LEA contact information: Heather Marshall, Director

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

Budget Overview for the 2019-20 LCAP Year

Projected Revenue by Fund Source

All federal funds, $58,142 , 1%

All local funds, $231,092 , 4%

Total LCFF funds, $5,477,223, 93 %

All other state funds, $131,644 , 2%

All Other LCFF funds, $5,070,940 , 86%

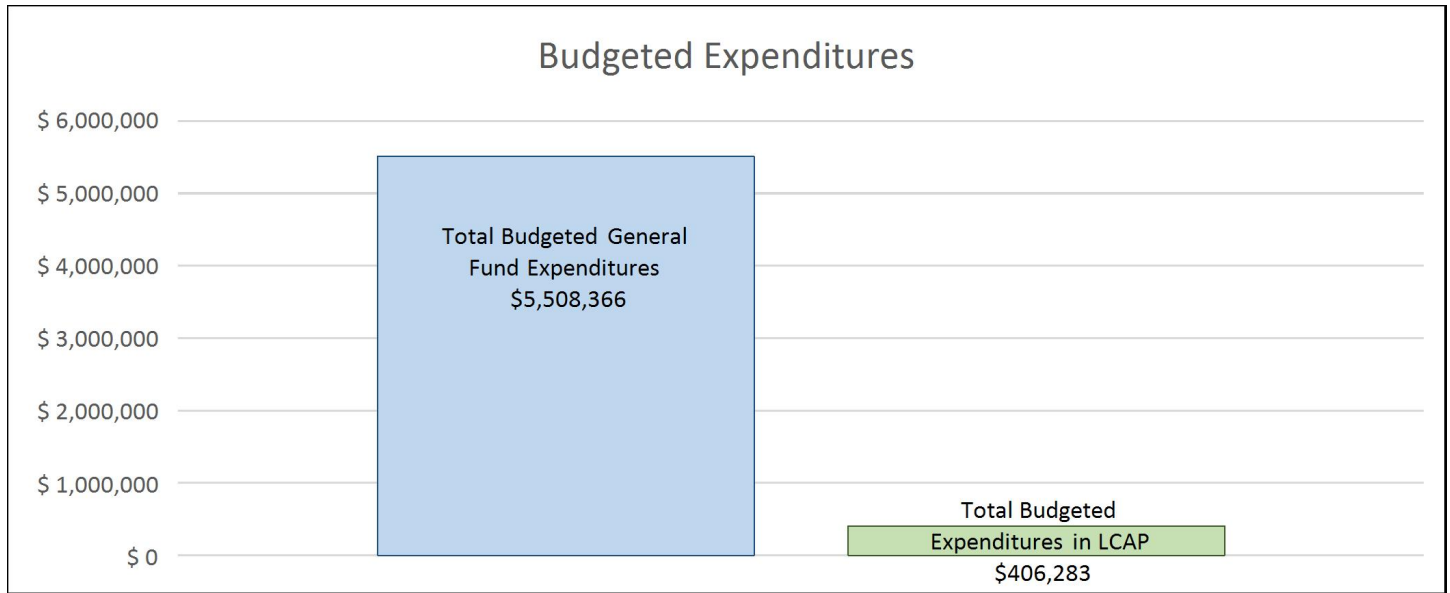LCFF supplemental & concentration grants , $406,283 , 7%

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

The total revenue projected for Sutter Peak Charter Academy is $5,898,101, of which $5,477,223 is Local Control Funding Formula (LCFF), $131,644 is other state funds, $231,092 is local funds, and $58,142 is federal funds. Of the $5,477,223 in LCFF Funds, $406,283 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures

$ 6,000,000	
$ 5,000,000	
$ 4,000,000	**Total Budgeted General Fund Expenditures $5,508,366**
$ 3,000,000	
$ 2,000,000	
$ 1,000,000	
$ 0	**Total Budgeted Expenditures in LCAP $406,283**

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

Sutter Peak Charter Academy plans to spend $5,508,366 for the 2019-20 school year. Of that amount, $406,283 is tied to actions/services in the LCAP and $5,102,083 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

General fund budget expenditures for the LCAP year not included in the LCAP include salaries for multiple subject teachers, support and administrative staff. Expenditures also include curriculum not included in the current year LCAP.

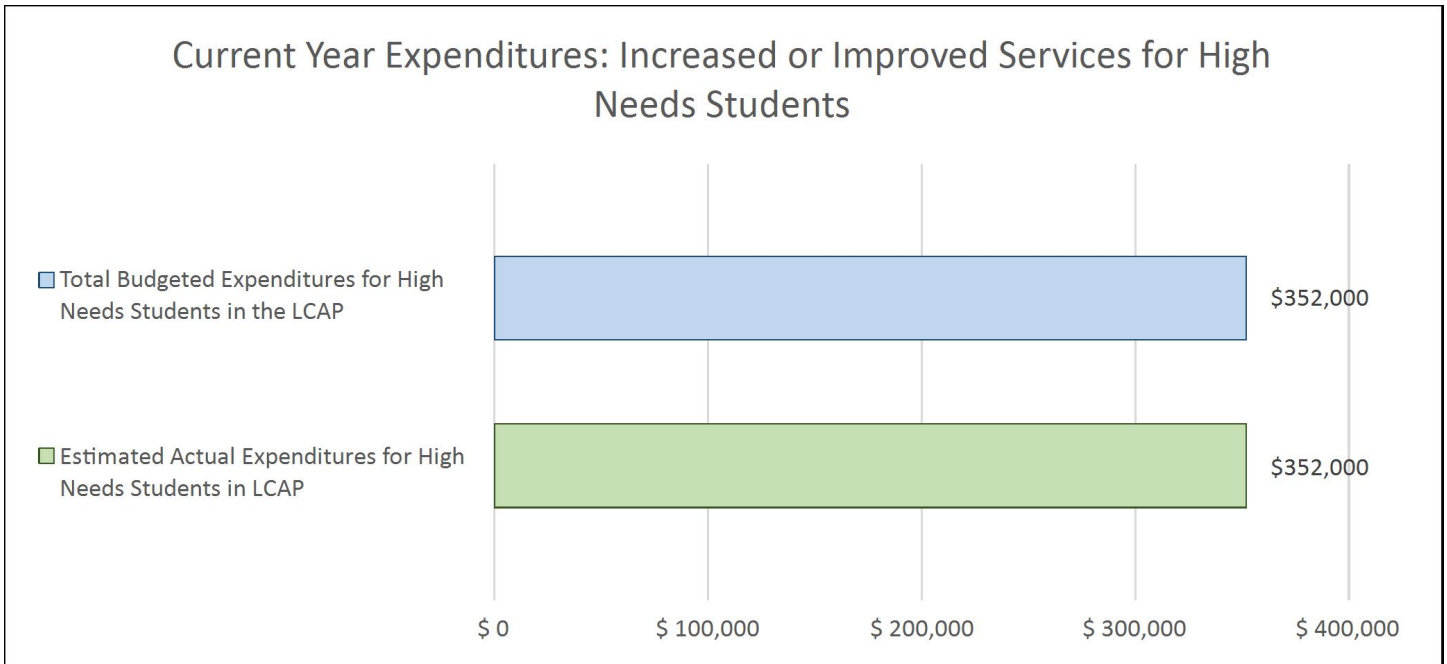## Increased or Improved Services for High Needs Students in 2019-20

In 2019-20, Sutter Peak Charter Academy is projecting it will receive $406,283 based on the enrollment of foster youth, English learner, and low-income students. Sutter Peak Charter Academy 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, Sutter Peak Charter Academy plans to spend $406,283 on actions to meet this requirement.

The additional improved services described in the LCAP include the following:
The budgeted amount included in the LCAP will provide technology, online access, math and reading support for high needs students.

LCFF Budget Overview for Parents

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

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

Total Budgeted Expenditures for High Needs Students in the LCAP	$352,000
Estimated Actual Expenditures for High Needs Students in LCAP	$352,000

Chart axis: $ 0 — $ 100,000 — $ 200,000 — $ 300,000 — $ 400,000

This chart compares what Sutter Peak Charter Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Sutter Peak Charter Academy 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, Sutter Peak Charter Academy's LCAP budgeted $352,000 for planned actions to increase or improve services for high needs students. Sutter Peak Charter Academy estimates that it will actually spend $352,000 for actions to increase or improve services for high needs students in 2018-19.

The difference between the budgeted and actual expenditures of $0 had the following impact on Sutter Peak Charter Academy's ability to increase or improve services for high needs students:
The difference in actual expenditures for actions and services to increase or improve services impacted/improved services for high needs students in 2018-19 by increasing online access. This action produced an increase in the service and participation rates for students taking online and or virtual classes, and increased the usage on online academic programs as well as attendance at online math or ELA tutoring sessions.

Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

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

California School Dashboard: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
Sutter Peak Charter Academy	Heather Marshall Director	heather.marshall@sutterpeak.org 916.385.8013

2017-20 Plan Summary
The Story
Describe the students and community and how the LEA serves them.

Introduction: Sutter Peak Charter Academy is a school for independent study and homeschooled students in grades TK-12. Sutter Peak Charter Academy is authorized under the Nuestro Elementary School District. The school was authorized in late Spring 2015 and began serving students in August of the same year. Governed by Pacific Charter Institute's Board of Directors, Sutter Peak Charter Academy serves a diverse group of students in Sutter and it's six contiguous counties. During the first year, student enrollment reached 188 students with 88% in grades K-8 and 12 % of the total population in grades 9-12. Of the 188 students, 6.5% of the students receive special education services and 38% were eligible for free and reduced lunch. In it's second year, Sutter Peak Charter Academy added an additional 179 students for a total of 367. Grades TK-8 continued to dominate the population with 319 students, and 48 students in highschool. Of the total population, 12% were enrolled in Special Education and 33% were eligible for free and reduced lunch. Sutter Peak Charter Academy applied for and received the initial WASC three year approval in the Spring of 2015.   In this third year, Sutter Peak's total student population is 480. There are 401 students in grades TK-8 and 79 high school students. Of the total enrollment, 21% are eligible for free and reduced lunch and 10% of the population are enrolled in SPED. In the Spring of 2018, Sutter Peak was granted a five year charter renewal through it's authorizer, Nuestro Elementary School District.

The 2018-2019 school year continued to be a year of growth for SPCA in students and staff. The school year closed out with 586 students. Within the population of students, 331 were in the elementary grades of TK-5, 142 were 6-8 and 114 in grades 9-12. Our population of students ranges from 38% Free and Reduced lunch, 2% EL, and 8% receive Special Education services. This April of 2019, Sutter Peak Charter Academy was awarded a six year WASC accreditation through Spring of 2025.

Vision

Developing educated individuals who will spread the wealth of knowledge worldwide in a meaningful way.

Mission
Sutter Peak Charter Academy empowers students to take charge of their education by connecting their individual needs and interests to a rigorous learning plan, creating responsible citizens, critical problem-solvers, and lifelong learners.

Accreditation
SPCA is accredited by the Western Association of Schools and Colleges (WASC) through June 30, 2025 and is an active member California Charter Schools Association and Charter School Development Center.

Goals
The following strategic focuses align with the Vision and Mission of Sutter Peak Charter Academy:
1. Create excellence and growth for every student through the school Mission Statement.
2. Student retention and loyalty based on customer-driven quality.
3. Enhance operational performance through capacity, sustainable and flexibility to serve students.
4. Build the strength of the school through knowledge sharing and high expectations from each staff member.
5. Increase SPCA's visibility and contributions to education through partnerships and sharing of best practices.

LCAP Highlights

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

In the 2018-19 school year, Sutter Peak Charter Academy saw an increase of the usage of online academic programs. Every student grades K-8 was given a chrome book or Microsoft Surface to use for the duration of the school year. Each K-8 student was enrolled in online academic programs such as Odyssey, Lexia, Reading Eggs, Math seeds, Exact Path and Study Island. Our 9-12 grades students were given a laptop or Microsoft Surface for use with online accounts to Odyssey, PLATO, Cyber High, Exact Path and Study Island. These online academic programs

were successful in beginning to bridge the gap between a variety of textbooks and the CCSS. Any student who fell below the 31st percentile in math and/or ELA was required to participate in an intervention program. Sutter Peak Charter Academy was increased CTE options offering 12 additional online courses and certificate programs for all 9-12 grade students, all 9th grade students were enrolled in A-G coursework and the number of students dually enrolled in 7 different community colleges doubled from 14 to 29.

Sutter Peak Charter Academy continued to build a parent input program through meetings, educational excursions, parent education nights, and the Spring Showcase.
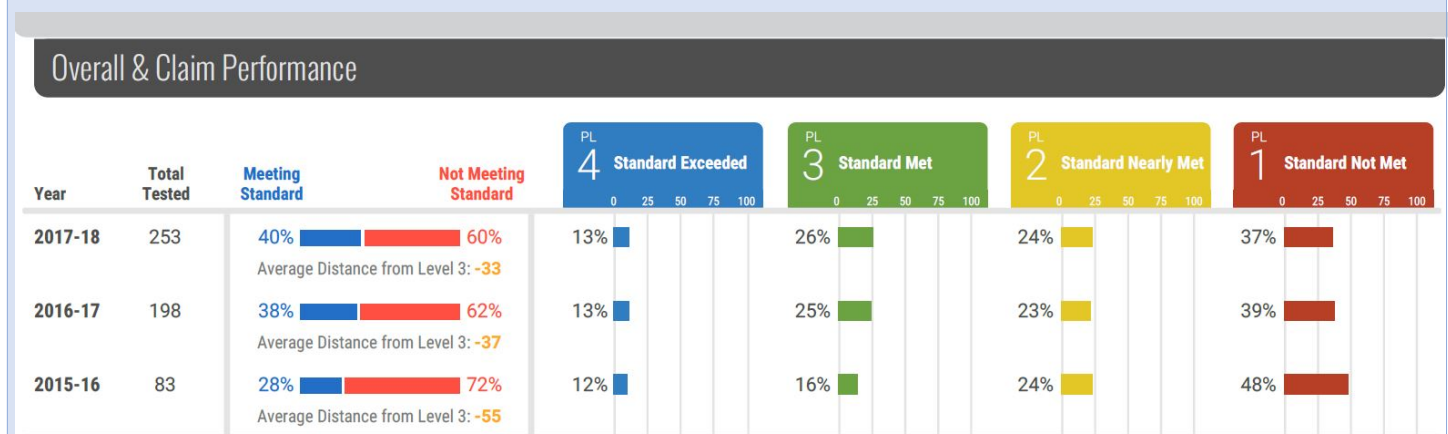
Review of Performance

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

When reporting last year, data for the 2017 SBAC was not available. The CDE dashboard for 2017 SBAC showed significant growth for Socioeconomically Disadvantaged in ELA and strong growth for the white subgroup. African American students maintained performance. While other sub groups are not statistically significant, they are still actively monitored and tracked. The preliminary data for 2018 SBAC shows continued small, incremental growth. Overall, since the 15-16 school year, SPCA students have closed the gap between Standard nearly met/not met to Standard Met/exceeded by 16 points in Math and 32 points in ELA. Preliminary data will be confirmed and updated when available. SPCA continues to use MAP / NWEA testing to monitor student growth and track using the linking study by NWEA. Growth in English Language Arts and Math was a primary goal of focus for the 2018-19 school year.

Significant growth was shown at grades every grade level 3-8 on the MAP/NWEA reading test with the exception of grade 5 where students remained the same. MAP/NWEA data for math showed significant growth in grades 4 & 6. Teachers and parents were provided with additional training for the online academic program Exact Path. In order to maintain and continue growth, Sutter Peak will increase training and usage of the online academic programs.

Overall & Claim Performance

Year	Total Tested	Meeting Standard	Not Meeting Standard	PL 4 Standard Exceeded	PL 3 Standard Met	PL 2 Standard Nearly Met	PL 1 Standard Not Met
2017-18	253	40%	60% Average Distance from Level 3: -33	13%	26%	24%	37%
2016-17	198	38%	62% Average Distance from Level 3: -37	13%	25%	23%	39%
2015-16	83	28%	72% Average Distance from Level 3: -55	12%	16%	24%	48%

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a

"Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

The 2018 SBAC testing showed ELA scores maintaining 2.9 points overall, but still falling 31.1 points below the standard. In math, overall, students declined 10 points falling to 73.3 points below standard. Bridging the gap to the CCSS has been a primary focus for our student LCAP Goals one and two this past LCAP year. Providing all students with technology, access to online academic curriculum, and traditional texts is the primary focus to increase overall academic growth. Math Boot camps, online, standards-based tutoring sessions, were initiated in grades 3-8 and online drop in tutoring for grades 9-12. The programs quadrupled in attendance from the first session to the last. The school focused on Exact Path by adding an intensive teacher training program. The training program was designed to increase overall math scores n the SBAC and NWEA/MAP tests. Next fall, Sutter Peak Charter Academy will continue it's rigorous weekly math boot camp sessions, continue to increase usage and mastery of skills on Exact Path, offer weekly online grade level specific parent education on the school's adopted curriculum resources Go Math K-8 and Journeys (ELA) for K-5, Study Sync(ELA) 6-12, and Houghton Mifflin HMH 9-12 for math.
In addition to a strong math focus, Sutter Peak Charter Academy teachers tested every K-2 student three times, Fall, Winter, Spring with DIBELS, an early intervention reading skills check Sutter Peak expects to track, catch and correct early literacy issues.
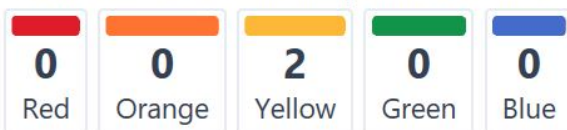
English Language Arts

All Students State

Orange

31.1 points below standard

Maintained 2.9 Points

EQUITY REPORT
Number of Student Groups in Each Color

Red	Orange	Yellow	Green	Blue
0	0	2	0	0

View More Details →

Mathematics

All Students State

Orange

73.3 points below standard

Declined 10 Points ⊕

EQUITY REPORT
Number of Student Groups in Each Color

Red	Orange	Yellow	Green	Blue
0	1	1	0	0

View More Details →

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

On the Academic Performance overview under California's Accountability System, for the 2018 SBAC Sutter Peak shows data in the "orange" category for both Math and ELA. ELA indicates the students maintained 2.9 however, still falling below 31.1 points below. In math, students declined 10 points, falling 73.3 points. Preliminary data for the 2018 SBAC, shows slow and steady growth, however the students are still 23 points from level 3 in ELA and 66 points from level 3 in math. Bridging the gap to Common Core Curriculum continues to be a primary focus for our student as

identified in goals one and two. Providing all students with technology,access to online academic curriculum, as well as traditional texts continues to be the focus increase overall academic growth.

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

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

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

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

Students at Sutter Peak Charter Academy, including those in numerically significant subgroups, will show measurable progress In English Language Arts on state mandated assessments or NWEA-MAP or ELA Benchmark Assessments.

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 4: Pupil Achievement (Pupil Outcomes)
                     Priority 5: Pupil Engagement (Engagement)
                     Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

| Expected	Actual
Metric/Indicator SBAC Scores NWEA/MAP Winter scores **18-19** Goal identified as a 15% growth on the 2017-18 SBAC scores. Winter Map: 60% of student cohort match will meet achievement standards. Using metrics defined by the NWEA – MAP testing Fall to Winter or Spring SBAC testing or ELA benchmark assessments, students will continue to show measurable progress in Common Core State Standards associated with ELA.	Sutter Peak Charter Academy students exceeded the Projected Growth percentile on the NWEA / MAP exam comparison from Fall of 2017 to Fall 2018 in every grade 3-11, with the exception of grades 3 and 9. In addition to growth percentile norms, students also increased on the NWEA/ MAP reading test from Fall 17 to Fall 18. Test scores increased by the following percentiles in Reading: Grade 3 3% Grade 4 12% Grade 5 no change Grade 6 26% Grade 7 9% Grade 8 3% SBAC multi year growth data shows students have annually gained points, moving closer to level three "Standard Met". In the 15-16 testing year, 28% of students were in levels three and four. In the 16-17 testing year, 38% of students were in levels three and four. In the 17-18 testing year, 40% of students were in levels three and four.

Expected	Actual
Baseline 2015-2016 2016-17 SBAC scores Winter Map 2018: 57% of all student cohort match will met achievement standards.	In the preliminary data for the 18-19 testing year, 41% of students were in levels three and four.
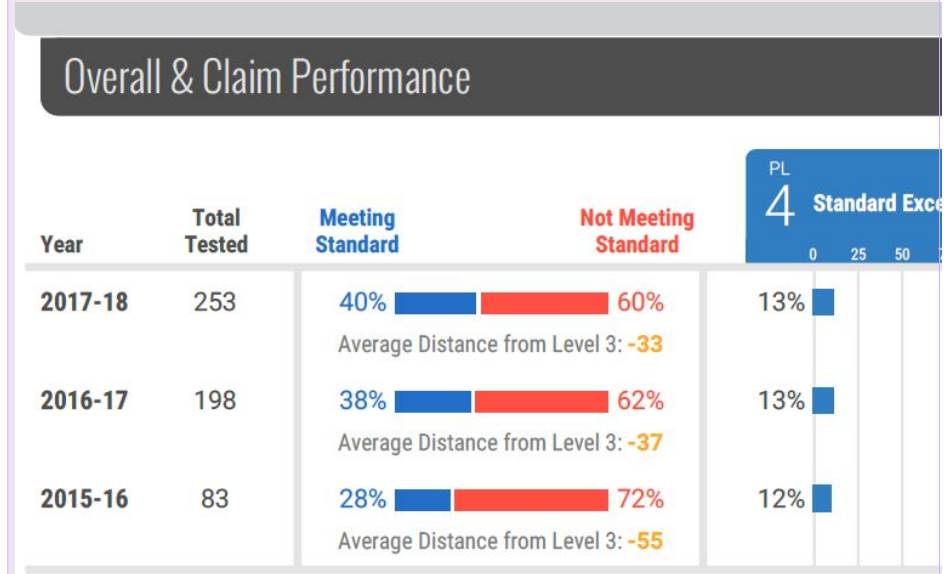
Actions / Services

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
1.1 All students in grades 2-11th will be assessed for learning threshold and proficiency standards as aligned by NWEA – MAP in Fall 2018 and again in Winter 2019.	Grade 2 was tested with DIBELS in lieu of NWEA. All students 3-11 were tested in Fall 18 and Winter 19.	Print Curriculum and Technology 4000-4999: Books And Supplies Supplemental and Concentration $32,500	Print Curriculum and Technology 4000-4999: Books And Supplies Supplemental and Concentration $32,500

Action 2

Planned	Actual	Budgeted	Estimated Actual

Actions/Services	Actions/Services	Expenditures	Expenditures
1.2 Current SPCA teaching staff will be trained in changes with data applications associated to NWEA – MAP assessments. All new staff will receive complete training.	No Change - Services. Actions completed as planned.	Iluminate Training, NWEA training 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $7,500	Illuminate Training, NWEA training 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $7500

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.3 All students will have access to technology and curriculum aligned with the Common Core State Standards.	No Change - Services. Actions completed as planned.	Online academic programs, virtual coursework 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $32,500	Online Academic Programs, Virtual Coursework 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $32,500

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.

All students in grades 3-11th were assessed for learning threshold and proficiency standards as aligned by NWEA – MAP in Fall 2019 and again in Winter 2020. Testing for Fall NWEA was coordinated by the testing coordinator, in four counties, Placer, Yolo, Sutter and Sacramento over multiple testing days and times. Every student is required to participate in both testing times, Fall and Winter. Grade two used DIBELS in lieu of MAP to focus on primary reading skills. If a student was a strong reader, they were tested with NWEA/MAP.

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

SPCA teaching staff were trained in changes with data applications associated to NWEA – MAP assessments. All new staff received complete training. Tim Ribota, Director of Student Services, provided staff training in both August and September 2018 during in person scheduled training days. All new teachers (2) were trained with the exisiting staff. New teachers were also provided with a mentor teacher for further questions.
All students will had access to technology and curriculum aligned with the Common Core State Standards.- Every student in grades k-5 was offered a Chromebook or Microsoft Surface, 6-12 a Chromebook, Microsoft Surface or Laptop.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences were created between budgeted expenditures and estimated actual expenditures.

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.

As outlined above, students in grade 2 were tested using DIBELS in lieu of MAP/ NWEA. No other changes were made to the goal, expected outcomes, metrics, or actions and services to this goal.

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 2

Students at Sutter Peak Charter Academy, including those in numerically significant subgroups, will show measurable progress In mathematics on state mandated assessments or NWEA-MAP or math Benchmark Assessments.

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 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

| Expected	Actual
Metric/Indicator SBAC scores NWEA/MAP scores **18-19** Goal identified as a 15% growth on the 2017-18 SBAC scores. Winter Map: 60% of student cohort match will meet achievement standards. Using metrics defined by the NWEA – MAP testing Fall to Winter or Spring SBAC testing or math benchmark assessments, students will show measurable growth on the Common Core State Standards associated with Mathematics.	In math, Sutter Peak Charter Academy students exceeded the benchmark cohort on the MAP/NWEA of 50% in every grade except in grades 5 & 7. Grade 3 59% Grade 4 76% Grade 4 76% Grade 5 44% Grade 6 56% Grade 7 27% Grade 8 67% In the SBAC exam, students continue to make progress towards "Standard Met" and "Standard Exceeded" In the 15-16 testing year, 16% of students were in levels three and four. In the 16-17 testing year, 22 % of students were in level three and four. In the 17-18 testing year, 24% of students were in level three and four.

Expected	Actual
Baseline 2015-16 and 2016-17 SBAC 8% growth 17-18 scores not yet available Winter Map: 50% of all student cohort match will met achievement standards.	In the preliminary data for the 18-19 testing year, 26% of students were in level three and four.
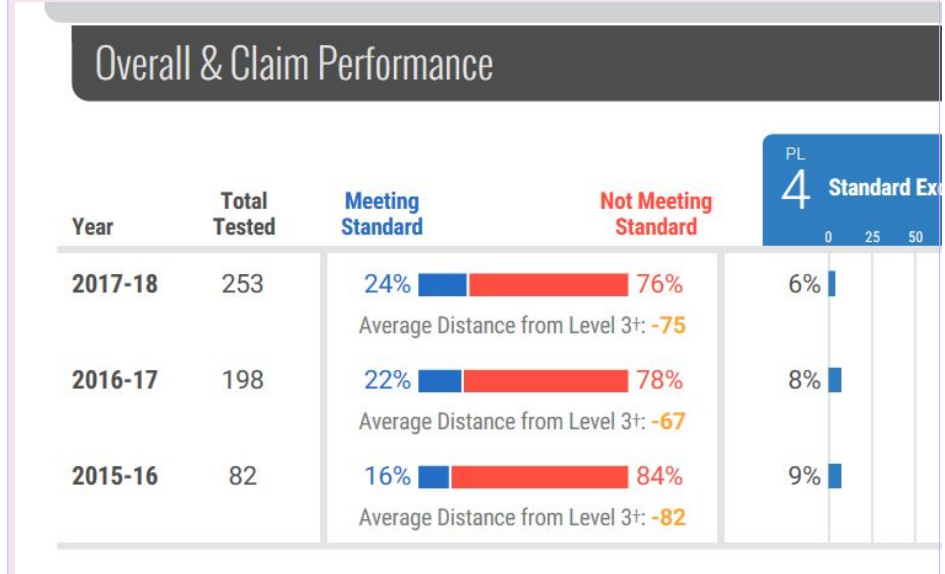
Actions / Services

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
2.1 All students in grades 2-11th will be assessed for learning threshold and proficiency standards as aligned by NWEA – MAP in Fall 2018 and again in Winter 2019.	Students in grades 3-11 were assessed in MAP/NWEA in Fall 2018 and Winter 2019.	Print Curriculum, Technology, testing 4000-4999: Books And Supplies Supplemental and Concentration 32,500	Print Curriculum, Technology, Testing 4000-4999: Books And Supplies Supplemental and Concentration $32,500

Action 2

Planned	Actual	Budgeted	Estimated Actual

Actions/Services	Actions/Services	Expenditures	Expenditures
2.2 SPCA teaching staff and parents will be trained in data applications associated to NWEA – MAP assessments	SPCA teaching staff and parents were trained in data applications associated to NWEA – MAP assessments	Illuminate and NWEA training 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 7, 500	Illuminate and NWEA Training 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $7,500

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.3 All students will have access to technology, tutoring and curriculum aligned with the Common Core State Standards.	All students had access to technology, tutoring and curriculum aligned with the Common Core State Standards.	Online Academic Programs, virtual coursework, ZOOM tutoring 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $92,000	Online Academic Programs, Virtual Coursework, ZOOM tutoring 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $92,000

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.

All students in grades 3-11th were assessed for learning threshold and proficiency standards as aligned by NWEA – MAP in Fall 2018 and Winter 2019. Students at grade two were given the option to test, however it was not mandated. Testing for Fall NWEA was coordinated by the testing coordinator, in four counties, Placer, Yolo, Sutter and Sacramento over multiple testing days and times. Every student is required to participate in both testing times, Fall and Winter. It was determined that grade 2 would hold off on testing for the fall as many students did not have the reading ability to take the math exam.

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

Current SPCA teaching staff was trained in changes with data applications associated to NWEA – MAP assessments. All new staff received complete training. Tim Ribota, Director of Student Services, provided staff training in both August and September 2018 during in person scheduled training days. All new teachers (2) were trained with the existing staff. New teachers were also provided with a mentor teacher for further questions.
All students had access to technology and curriculum aligned with the Common Core State Standards.- Every student in grades K-5 was offered a Chromebook or Microsoft Surface, 6-12 a Chromebook, Microsoft Surface or Laptop.
All students had access to technology, tutoring and curriculum aligned with the Common Core State Standards. Every student in grade K-5 was offered a chromebook or Microsoft surface, 6-12 a chromebook, Microsoft surface or laptop. Weekly, students in grades 3-11 were offered math bootcamps thorugh the online platform ZOOM. ZOOM allowed one teacher to work with grade level

specific students across counties at the same time. Attendance for ZOOM quadrupled over the year. Students in grades 9-12 were offered twice weekly math tutoring via ZOOM.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences between Budgeted Expenitures and Estimated Actual Expenditures.

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.

As noted above, grade two was not assessed in NWEA/ MAP unless a parent requested testing. The MAP test for grade two was not found to be developmentally appropriate for students in the Fall.

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

SPCA will offer math, language and science nights scheduled on the (2018-19) calendar. Also included will be academic field trips and activities. The Parent Ambassador group and/ or training sessions will take place quarterly on the 2018-19 calendar.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator LCAP Stakeholder survey **18-19** 95% of parents Agree or strongly agree that there is opportunity for involvement as indicated on the parent survey **Baseline** 95% of parents Agree or strongly agree that there is opportunity for involvement as indicated on the parent survey.	95% of parents agree or strongly agree that there is an opportunity of involvement as indicated on the parent survey.

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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.1 SPCA will maintain a Facebook page, website, and Blog for information on school events, activities and information.	SPCA maintained a Facebook page, website, and Blog for information on school events, activities and information.	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $25,000	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $25,000

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.2 SPCA will provide opportunities for parents to participate and plan school events. SPCA will recruit parents to be a part of the Parent Ambassador program.	SPCA provided opportunities for parents to participate and plan school events. SPCA held recruitment meetings/events for parents to be a part of the Parent Ambassador program.	Field Trips, Ambassadors, Events 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $40,000	Field trips, Ambassadors, Events 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $40,000

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.3 SPCA will provide parent / student education and support for students who are applying for college/ career post high school programs	SPCA provided parent / student education and support for students who are applying for college/ career post high school programs	Academic Counselor 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $30,000	Academic Counselor 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $30,000

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.

SPCA maintained a Facebook page and Blog for information on school events, activities and information. The Facebook page promoted upcoming events and celebrated school events such as parent education nights, field trips, testing information, and academic counselor updates. Over 600 students participated in 23 field trips, two parent education nights, one in the fall and one in the winter- 15 parents and 17 parents attended respectively. 42 students participated in the learning showcase.

The academic counselor offered weekly in person meetings and online meetings via ZOOM. A total of 59 high school students took 97 classes at 7 different community colleges. 65 students enrolled in certificated CTE courses.

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

The actions and services were deemed effective in meeting all portions of Goal 3.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

No changes were made to the goal, expected outcomes, metrics, or actions and services to achieve this goal.

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 4

SPCA will provide a coordinated effort to support student accountability implementation and management oversight for post high school and career tech training.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Student Master Agreements (Course Schedules) **18-19** Students in grades 9-12 will be provided broad course opportunities that align to CTE pathways through County ROP, online pathways and or duel enrollment opportunities with local Community Colleges. Success will be measured by the annual parent/student survey showing a success rating of 90% of the 9-12 grade stakeholders surveyed. **Baseline** 2016-17 90% of 12 grade only students completed a CTE course	Parents survey agreed 95% of the time that their 9-12th grade students were provided with a broad course of opportunities that align to CTE pathwaays

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	Actual	Budgeted	Estimated Actual

Actions/Services	Actions/Services	Expenditures	Expenditures
4.1 Students will be surveyed during the first 6 weeks of the Fall semester to identify career interests.	All high school students were surveyed within the first 6 weeks of the Fall semester to identify career interests.	Academic Counselor 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $30,000	Academic Counselor 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $30,000

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4.2 SPCA will offer Career Technical Education courses through online instruction for students. This will include a certificate pathway option.	SPCA offered 16 Certificated Pathway options	Online courses 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $10,000	Online Services 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $10,000

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4.3 Developed plan between SPCA, Yuba Community College and Tri – Counties ROP to provide college level courses and CTE student participation monitored and adjusted.	Sutter Peak Charter Academy academic counselor and Student Services Director met with the Sutter Couty Office of Education to discuss a mulit tiered plan for student enrollment in virtual/ online college level courses.	Vendor Relations 2000-2999: Classified Personnel Salaries Supplemental and Concentration 20,000	Vendor Relations 2000-2999: Classified Personnel Salaries Supplemental and Concentration $20,000

Analysis

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

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

The academic counselor met with high school students weekly to promote enrolllment and continued sucess in a career pathway. These conversations were driven by the intial information collected from the Career Interest Surveys given to each high school studnent in the first 6 weeks of school. Students were exposed to college campuses (Yuba Community Collge, American River, and Sacramento City Collge) that offered pathway courses for post graduation including dental hygiene, dental assistant, vet technician and fire technology.

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

Sutter Peak was able to expand the the course offerings for CTE and tailor them to the more specific needs/interests of each student. Interest among students is high and students are asking to enroll for next year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

No changes made to the goal, expected outcomes, metrics, actions or services.

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 5

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Annual Measurable Outcomes

Expected	Actual

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

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.

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.

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.

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 Sutter Peak Charter Academy Director has worked with parents, students, staff and community members to review, analyze and continue development on the Local Control Accountability Plan
(LCAP) for 2019-2020.Throughout the year, the director worked with parent ambassadors to assess the current data as it related to the LCAP plan. SPCA parent ambassadors, teachers and the directors held meetings on September 18, 2018, November 6, 2018, November 15, 2018, January 15, 2019, and February 6, 2019, and March 19, 2019.
All parents were asked to take an annual online survey in Spring 2019. Data from this survey was critical for LCAP development. Specific subgroup information is determined by the 2018-2019 enrollment and will continue to change as the school increases its student population. Following the development of the LCAP, the Executive Director, Director of Student Services and Business Officer of Pacific Charter Institute and the Director of Sutter Peak build LCAP aligned goals to implement for the 2019-2020 school year.
5/3/19 Pacific Charter Institute Executive director reviewed LCAP goals and outcomes. Current year goals expected outcomes vs. actual outcome were presented.
5/13/19 Parent review meeting. Parents met with SPCA Director via ZOOM to review current goals and actual outcomes of goals. Parents discussed the importance of continuing the current goals in order to reach maximum accountability. Parents expressed a continued need for more training and sharing of ideas among families.
5/15/19 Teacher review meeting. Teachers met with SPCA Director to review prior year LCAP goals. Director shared data showing growth towards goals. Teachers expressed a need to offer more trainings for both teachers and parents on the use of online computer programs and NWEA MAP scoring and goals worksheet.
5/29/19 Final leadership review

Impact on LCAP and Annual Update

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

NWEA MAP data from both Fall and Winter indicated a need for growth in both Language Arts and Math. The implementation of online academic supports through the use of technology will be driven by LCAP funding in the 19-20 school year. The consistent use of Common Core aligned computer programs will allow for academic content to be taught, re taught and mastered by each student. SPCA will use the LCAP as a guiding template for decisions that are based on prioritizing the basic 8 State priorities for strong student and community outcomes. The plan will be posted on the web page for Sutter Peak Charter Academy.

Teachers and parents both expressed a continued need for more in depth training on the online programs that were offered to the students through the LCAP plan. Plans for the 2019-20 LCAP will include increased funding for trainings and workshops that align with the online learning programs as well as the NWEA- MAP testing program, math bootcamps, and parent training for math and English through ZOOM.

Parents remained "Neutral" in their knowledge about CTE course offerings. Increased training from the academic counselor for staff, parents and students will increased for the 2019-20 school year. In addition, high school parents will be directly targeted with next year's LCAP survey to ensure all voices are heard.

Parents expressed interest in the "comments" section of the survey in becoming more actively involved around planning school activities, school decision making and training for the online programs. Parental engagement will be extended through trainings for parents in for math and ELA. Parents will be encouraged to attend math boot camps and ZOOM tutoring sessions with their 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)

Modified Goal

Goal 1

Students at Sutter Peak Charter Academy,will show measurable progress In English Language Arts on state mandated assessments or NWEA-MAP or ELA Benchmark Assessments.

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 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Identified Need:

NWEA MAP Winter 2018 scores indicate average and below average performance.
SBAC 2017-2018 : Sutter Peak students were labeled "orange" on the Academic Performance Indicator under CA Accountability System

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
SBAC Scores NWEA/MAP Winter scores ELA Benchmark exams	2015-2016 2016-17 SBAC scores Winter Map 2018: 57% of all student cohort match will met achievement standards.	Goal identified as a 15% growth on the 2016-17 SBAC scores. Winter Map: 55% of student cohort match	Goal identified as a 15% growth on the 2017-18 SBAC scores. Winter Map: 60% of student cohort match	Goal identified as measurable growth in grades 3-8 on the 2018-19 SBAC scores or MAP/NWEA or ELA Benchmark exams.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		will meet achievement standards. Using metrics defined by the NWEA – MAP testing Fall to Winter or Spring SBAC testing or ELA benchmark assessments, students will continue to show measurable progress in Common Core State Standards associated with ELA.	will meet achievement standards. Using metrics defined by the NWEA – MAP testing Fall to Winter or Spring SBAC testing or ELA benchmark assessments, students will continue to show measurable progress in Common Core State Standards associated with ELA.	Using metrics defined by the NWEA – MAP testing Fall to Winter or Spring SBAC testing or ELA benchmark assessments, students will show measurable growth on the State Standards associated with ELA.

Planned Actions / Services

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

Action 1

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

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

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

All	All Schools

OR

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

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

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

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1.1 All students in grades 3-11th will be assessed for learning threshold and proficiency standards as aligned by NWEA – MAP in Fall 2017 and again in Winter 2018.	1.1 All students in grades 2-11th will be assessed for learning threshold and proficiency standards as aligned by NWEA – MAP in Fall 2018 and again in Winter 2019.	1.1 All students in grades 3-11th will be assessed for learning threshold and proficiency standards as aligned by NWEA – MAP in Fall 2019 and again in Winter 2020. All students in grades K-2 will be tested with DIBELS.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$15,000	$32,500	$32,500
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Technology	4000-4999: Books And Supplies Print Curriculum and Technology	4000-4999: Books And Supplies Technology, print curriculum

Action 2

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

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

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

All	All Schools

OR

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

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

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

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1.2 New SPCA teaching staff will be trained in data applications associated to NWEA – MAP assessments.	1.2 Current SPCA teaching staff will be trained in changes with data applications associated to NWEA – MAP assessments. All new staff will receive complete training.	1.2 Current SPCA teaching staff will be trained in changes with data applications associated to NWEA – MAP assessments. All new staff will receive complete training. Parents will be offered training with online academic programs.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$15,000	$7,500	$14,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures Iluminate Training, NWEA training	5000-5999: Services And Other Operating Expenditures PowerSchool training, NWEA training, Parent training

Action 3

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

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

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

All [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] | LEA-wide
[Add Scope of Services selection here] | 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	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1.3 All students will have access to technology and curriculum aligned with the Common Core State Standards.	1.3 All students will have access to technology and curriculum aligned with the Common Core State Standards.	1.3 All students will have access to technology and curriculum aligned with the Common Core State Standards.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$45,000	$32,500	$65,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Online programs	5000-5999: Services And Other Operating Expenditures Online academic programs, virtual coursework	5000-5999: Services And Other Operating Expenditures Online academic programs, virtual coursework, ZOOM

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

Modified Goal

Goal 2

Students at Sutter Peak Charter Academy will show measurable progress In mathematics on state mandated assessments or NWEA-MAP or math benchmark assessments.

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 4: Pupil Achievement (Pupil Outcomes)
                      Priority 5: Pupil Engagement (Engagement)
                      Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Identified Need:

NWEA MAP Winter 2018 scores indicate average and below average performance.
2018 Sutter Peak Students fall in the "orange" on the Academic Performance chart under California's Accountability System.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
SBAC scores NWEA/MAP scores	2015-16 and 2016-17 SBAC 8% growth 17-18 scores not yet available Winter Map: 50% of all student cohort match	Goal identified as a 15% growth on the 2016-17 SBAC scores. Winter Map: 55% of student cohort match	Goal identified as a 15% growth on the 2017-18 SBAC scores. Winter Map: 60% of student cohort match	Goal identified as measurable growth in grades 3-8 on the 2018-19 SBAC scores and or MAP/NWEA and or

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	will met achievement standards.	will meet achievement standards Using metrics defined by the NWEA – MAP testing Fall to Winter or Spring SBAC testing or math benchmark assessments, students will show measurable growth on the Common Core State Standards associated with Mathematics.	will meet achievement standards. Using metrics defined by the NWEA – MAP testing Fall to Winter or Spring SBAC testing or math benchmark assessments, students will show measurable growth on the Common Core State Standards associated with Mathematics.	math Benchmark exams. Using metrics defined by the NWEA – MAP testing Fall to Winter or Spring SBAC testing or math benchmark assessments, students will show measurable growth on the State Standards associated with Mathematics.

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)

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]	LEA-wide [Add Scope of Services selection here]	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	Unchanged Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
2.1 All students in grades 3-11th will be assessed for learning threshold and proficiency standards as aligned by NWEA – MAP in Fall 2017 and again in Winter 2018.	2.1 All students in grades 2-11th will be assessed for learning threshold and proficiency standards as aligned by NWEA – MAP in Fall 2018 and again in Winter 2019.	2.1 All students in grades 3-11th will be assessed for learning threshold and proficiency standards as aligned by NWEA – MAP in Fall 2019 and again in Winter 2020.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		32,500	$32,500
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Technology	4000-4999: Books And Supplies Print Curriculum, Technology, testing	4000-4999: Books And Supplies Print Curriculum, Technology, Testing Supplies

Action 2

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

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

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

All	All Schools

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
2.2 SPCA teaching staff and parents will be trained in data applications associated to NWEA – MAP assessments	2.2 SPCA teaching staff and parents will be trained in data applications associated to NWEA – MAP assessments	SPCA teaching staff and parents will be trained in data applications associated to NWEA – MAP assessments

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		7, 500	$12,000
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		5000-5999: Services And Other Operating Expenditures Illuminate and NWEA training	5000-5999: Services And Other Operating Expenditures PowerSchool, NWEA Training, Parent Training

Action 3

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

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

OR

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

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

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
2.3 All students will have access to technology and curriculum aligned with the Common Core State Standards.	2.3 All students will have access to technology, tutoring and curriculum aligned with the Common Core State Standards.	2.3 All students will have access to technology and curriculum aligned with the Common Core State Standards.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$45,000	$92,000	$65,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Technology	1000-1999: Certificated Personnel Salaries Online Academic Programs, virtual coursework, ZOOM tutoring	1000-1999: Certificated Personnel Salaries Online Academic Programs, Virtual Coursework, ZOOM tutoring,

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

Modified Goal

Goal 3

SPCA will offer a minimum monthly ZOOM and or in person parent training scheduled on the (2019-20) calendar. Academic excursions will be offered to enhance individualized learning plans.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

With a student population of independent study and homeschooled students, parents must be engaged and active in the school to foster success. Co planning with teachers, parents and administrators is imperative for student success.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
LCAP Stakeholder survey	95% of parents Agree or strongly agree that there is opportunity for involvement as indicated on the parent survey.	95% of parents Agree or strongly agree that there is opportunity for involvement as indicated on the parent survey.	95% of parents Agree or strongly agree that there is opportunity for involvement as indicated on the parent survey	95% of parents Agree or strongly agree that there is opportunity for involvement as indicated on the parent survey.

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))

LEA-wide

[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

Unchanged Action

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

Modified Action

2017-18 Actions/Services

3.1SPCA will maintain a Facebook page, website, and Blog for information on school events, activities and information.

2018-19 Actions/Services

3.1 SPCA will maintain a Facebook page, website, and Blog for information on school events, activities and information.

2019-20 Actions/Services

SPCA will maintain a Facebook page, and Blog for information on school events, activities and information.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$20,273	$25,000	$21,283
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

Action 2

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

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

All

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

All Schools

OR

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

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

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
SPCA will provide opportunities for parents to participate and plan school events. SPCA will recruit parents to be a part of the Parent Ambassador program.	3.2 SPCA will provide opportunities for parents to participate and plan school events. SPCA will recruit parents to be a part of the Parent Ambassador program.	3.2 SPCA will provide opportunities for parents to participate and plan school events and trainings.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$10,000	$40,000	$40,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures Field Trips, Ambassadors, Events	5000-5999: Services And Other Operating Expenditures Parent trainings/meetings, School Events

Action 3

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

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

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners Foster Youth Low Income [Add Students to be Served selection here]	LEA-wide [Add Scope of Services selection here]	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	Unchanged Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

| 3.3 SPCA will provide parent / student education and support for students who are applying for college/ career post high school programs | 3.3 SPCA will provide parent / student education and support for students who are applying for college/ career post high school programs | 3.3 SPCA will provide parent / student education and support for students who are applying for college/ career post high school programs. |

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$10,000	$30,000	$70,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Academic counselor	1000-1999: Certificated Personnel Salaries Academic Counselor	1000-1999: Certificated Personnel Salaries Academic Cournselor

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

Modified Goal

Goal 4

SPCA will provide support for students in grades 9-12 with their post high school career and college goals.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

SPCA high school students need broader options for Career Technical Education courses and advanced courses to prepare them for post high school learning.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Student Master Agreements (Course Schedules)	2016-17 90% of 12 grade only students completed a CTE course	Students in grades 9-12 will be provided broad course opportunities that align to CTE pathways through County ROP, online pathways and or dual enrollment opportunities with local Community Colleges. Success will be measured by the annual parent/student survey	Students in grades 9-12 will be provided broad course opportunities that align to CTE pathways through, online pathways and or dual enrollment opportunities with local Community Colleges. Success will be measured by the annual parent/student survey showing a	Students in grades 9-12 will be provided broad course opportunities that align to CTE certificated and or non certificated through online pathways and or dual enrollment opportunities with local Community Colleges. Success will be measured by the annual parent/student survey

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		showing a success rating of 90% of the 9-12 grade stakeholders surveyed.	success rating of 90% of the 9-12 grade stakeholders surveyed.	showing a success rating of 90% of the 9-12 grade stakeholders surveyed and an increase in movement towards "green" on the CDE dashboard.

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))

LEA-wide
[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

Unchanged Action

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

Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
4.1 Students will be surveyed during the first 6 weeks of the Fall semester to identify career interests.	4.1 Students will be surveyed during the first 6 weeks of the Fall semester to identify career interests.	4.1 Students will be surveyed during the first 6 weeks of the Fall semester to identify career interests.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$10,000	$30,000	0
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Academic Counselor	1000-1999: Certificated Personnel Salaries Academic Counselor	1000-1999: Certificated Personnel Salaries Academic Counselor

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))

[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	Unchanged Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
4.2 SPCA will offer Career Technical Education courses through online instruction for students. This will include a certificate pathway option.	4.2 SPCA will offer Career Technical Education courses through online instruction for students. This will include a certificate pathway option.	4.2 SPCA will offer Career Technical Education courses through online instruction for students. This will include a certificate pathway option.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$8500	$10,000	$10,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Online Courses	5000-5999: Services And Other Operating Expenditures Online courses	5000-5999: Services And Other Operating Expenditures Online Courses

Action 3

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

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

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

All	All Schools

OR

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

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

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

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
4.3 Developed plan between SPCA, Yuba Community College and Tri – Counties ROP to provide college level courses and CTE student participation adjusted and monitored.	4.3 Developed plan between SPCA, Yuba Community College and Tri – Counties ROP to provide college level courses and CTE student participation monitored and adjusted.	4.3 Schedule college tours including those colleges who offer CTE programs for all high schoolers.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		20,000	$44,000
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		2000-2999: Classified Personnel Salaries Vendor Relations	2000-2999: Classified Personnel Salaries Vendor Relations

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

New Goal

Goal 5

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Identified Need:

Expected Annual Measurable Outcomes

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

Planned Actions / Services

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

Action 1

OR

Actions/Services

Budgeted Expenditures

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$406,283	8.01%

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).

Sutter Peak Charter Academy continues to serve all of its students through services and supplies provided by LCAP funding. Of our total student enrollment, 38% are considered Socioeconomically Disadvantaged, 2% are English Language Learners, .9% are Foster Youth, .5% homeless, and 8% have disabilities labeled within the Special Education programs. With input from critical stakeholders such as the school board, Pacific Charters administration, teachers and parents the school will continue to increase academic support and school wide participation with the goals set forth in the LCAP plan for 2019-20. Critical to the plan will be the continued purchase, use and upkeep of both laptops, Surfaces and chrome books for all students. The support of electronic supplies will continue to grow student knowledge of the CCSS in both math and English Language Arts. College and Career readiness will also be strong focus as we continue to prepare students for life beyond high school. Finally, Sutter Peak Charter Academy will work hard to engage parents and families to actively participate in school wide events, sharing their knowledge and ideas for continued improvement and school growth.

Services included within the 2019-20 LCAP
Laptops
Microsoft Surface
Internet
Maintenance of technology
Online Academic programs:
Study Island
Cyber High
Reading Eggs
Math Seeds

Lexia
Exact Path
Edmentum
ZOOM
CTE courses
Community College courses and text
A-G support
Career Cruising
Assessment coordinator
Academic Excursions
Parent Training ELA and Math, grades 2-6
Online information services such as school BLOG, Facebook
FT Academic counselor
Math tutoring
ELA tutoring
Special Education Support

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$382,534.00	7.28%%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Sutter Peak Charter Academy continues to serve all of its students through services and supplies provided by LCAP funding. Of our total student enrollment, 21% are eligible for free and reduced lunch, while 10% are participating in Special Education Services. With input from critical stakeholders such as the school board, Pacific Charters administration, teachers and parents the school will continue to increase academic support and school wide participation with the goals set forth in the LCAP plan for 2018-19. Critical to the plan will be the continued purchase, use and upkeep of both laptops, Surfaces and chromebooks for all students. The support of electronic supplies will continue to grow student knowledge of the CCSS in both math and English Language Arts. College and Career readiness will also be strong focus as we continue to prepare students for life beyond high school. Finally, Sutter Peak Charter Academy will work hard to engage parents and families to actively participate in school wide events, sharing their knowledge and ideas for continued improvement and school growth.

Services included within the 2019-20 LCAP
Chromebooks
Laptops
Internet
Maintenance of technology
Online Academic programs:
Study Island
Cyber High
Reading Eggs
Math Seeds
Lexia
Exact Path
Edmentum
ZOOM
CTE courses
Community College courses and text
A-G support
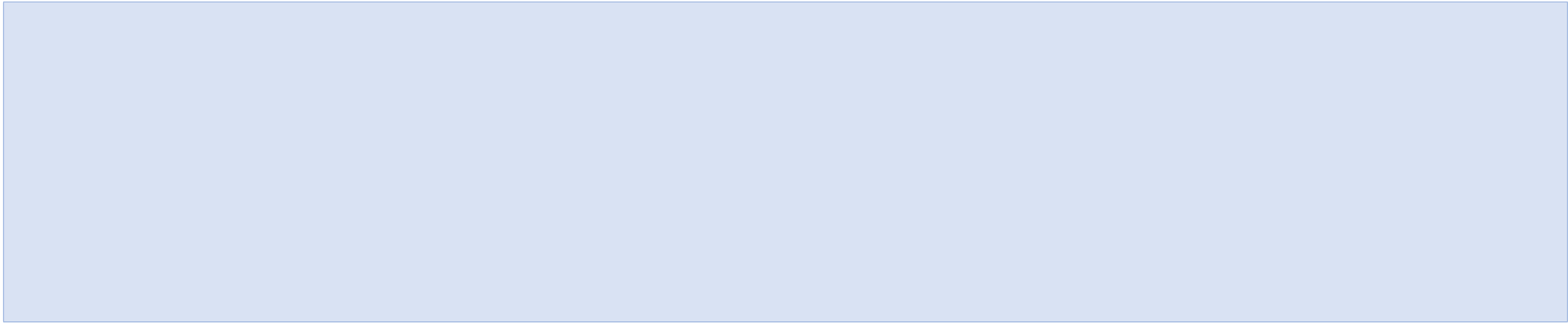Career Cruising
Assessment coordinator
Field trips
Online information services such as school BLOG, Facebook
FT Academic counselor
Math tutoring
ELA tutoring
Special Education Support

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$178,773	5.40%

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).

At the time of preparing this report, there is no cohort match data to use for demonstration of increased or improved services. As this is a live document, when statistically important data arrives, the narrative will adjust as needed. The adjusted narrative will be vetted through Pacific Charters Institute and Nuestro Elementary School District.

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

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

Plan Summary

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

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

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

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

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

Comprehensive Support and Improvement

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

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

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

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

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

Stakeholder Engagement

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

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

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

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

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

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

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

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

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

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

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

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

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

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

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

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

State Priorities

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

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

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

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

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

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

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

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

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

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

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

    (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:

    (A) enrolled less than 31 days

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

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

        (i) are enrolled in a Non-Public School

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

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

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

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

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

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

    (2) The total number of cohort members.

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

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

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

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

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

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

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

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

    (i) a regular high school diploma

    (ii) a High School Equivalency Certificate

    (iii) an adult education diploma

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

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

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

(d) "Suspension rate" shall be calculated as follows:

    (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

    (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

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

(e) "Expulsion rate" shall be calculated as follows:

    (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

    (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

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

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

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

Guiding Questions: Goals, Actions, and Services

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?

2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?

3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?

4) What are the LEA's goal(s) to address any locally-identified priorities?

5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?

6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?

7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?

8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?

9) What information was considered/reviewed for individual school sites?

10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?

11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?

12) How do these actions/services link to identified goals and expected measurable outcomes?

13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

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	352,000.00	359,500.00	178,773.00	352,000.00	406,283.00	937,056.00
Supplemental and Concentration	352,000.00	359,500.00	178,773.00	352,000.00	406,283.00	937,056.00

* 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	352,000.00	359,500.00	178,773.00	352,000.00	406,283.00	937,056.00
1000-1999: Certificated Personnel Salaries	177,000.00	177,000.00	40,273.00	177,000.00	156,283.00	373,556.00
2000-2999: Classified Personnel Salaries	20,000.00	20,000.00	0.00	20,000.00	44,000.00	64,000.00
4000-4999: Books And Supplies	65,000.00	65,000.00	60,000.00	65,000.00	65,000.00	190,000.00
5000-5999: Services And Other Operating Expenditures	90,000.00	97,500.00	78,500.00	90,000.00	141,000.00	309,500.00

* 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	352,000.00	359,500.00	178,773.00	352,000.00	406,283.00	937,056.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	177,000.00	177,000.00	40,273.00	177,000.00	156,283.00	373,556.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	20,000.00	20,000.00	0.00	20,000.00	44,000.00	64,000.00
4000-4999: Books And Supplies	Supplemental and Concentration	65,000.00	65,000.00	60,000.00	65,000.00	65,000.00	190,000.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	90,000.00	97,500.00	78,500.00	90,000.00	141,000.00	309,500.00

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

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	72,500.00	72,500.00	75,000.00	72,500.00	111,500.00	259,000.00
Goal 2	124,500.00	132,000.00	45,000.00	124,500.00	109,500.00	279,000.00
Goal 3	95,000.00	95,000.00	40,273.00	95,000.00	131,283.00	266,556.00
Goal 4	60,000.00	60,000.00	18,500.00	60,000.00	54,000.00	132,500.00

* 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					