

2018-19

# 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)

[LCFF Evaluation Rubrics](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
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## 2017-20 Plan Summary

### The Story

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

South Sutter Charter School (SSCS) opened in the fall of the 2005-2006 school year. SSCS is an independent Charter School sponsored by the Marcum Illinois School District in Sutter County and serves approximately 2,200 students TK-12th grade. South Sutter values the role of the parent in the education of their children. SSCS believes in programs that offer individual learning plans for each student and takes pride in modeling these principles. SSCS Educational Specialists (ESs) are California credentialed general education teachers who work closely with the families to serve the assigned students educational needs as determined by a written student agreement between the parent and the ES. The parent and ES work together toward student achievement and completion toward individual growth and state standards. Our LCFF unduplicated count is 38.55%. Based on the 2017-2018 SARC, our student population is made up of many ethnicities, with the majority of our student identifying as White (63.4%), Hispanic (15.8%), Asian (2.5%) and African American (2.3%). According to our Fall 2017 Dashboard, our student population is 3.4% English Learner (EL), 0.1% Foster Youth and 37.3% are classified as Socioeconomically Disadvantaged (SED).

### LCAP Highlights

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

For the 2018-2019 school year, we have more closely aligned our goals with our mission. Therefore, after reviewing the California School Dashboard and gathering input from stakeholders, we have revised and developed three new LCAP goals:

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

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

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

During the 2018-2019 school year, we plan on focusing on increasing student achievement in math. Also, our focus will continue to be on academic success by providing individualized learning opportunities for students that also incorporate parental choice.

## Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

## Greatest Progress

South Sutter has made significant progress in several areas this past year.

- Our suspension rate continues to be very low for all student groups.
- We “Met” each of our Local Indicators which include: Basics (Teachers, Instructional Materials, Facilities), Implementation of State Standards, Parent Engagement and Local Climate Survey
- On the Fall 2017 Dashboard, our graduation rate increased 8.2% overall. The Hispanic student group had a substantial increase of 24.1%. The Socioeconomically Disadvantaged (SED) student group showed a significant increase of 8.2%. Other improvements in graduation rates occurred in the Students with Disabilities student group (+8%) and White student group (+4.1%)
- 98% of students, according to survey data, report they are mostly or always happy with their school
- Based on student need and stakeholder feedback, low performing students (2 levels below in ELA or Math) were again offered one on one or small group tutoring online or in person to increase their math and ELA proficiency levels. This year, 268 students participated in in-person or web-based tutoring. In addition, fifteen special education students in grades 4-11 completed small group or individual tutoring.
- The Curriculum Team developed a set of the state standards in a simplified format to help parents easily identify which standards their students have covered or which they may need to focus on more thoroughly with their children.
- In our 2016-2017 LCAP, we identified a need for parent and teacher training in the area of student writing. Therefore, during the 2017-2018 school year, we offered 27 parent/staff webinars and demonstrations that focused on developing student writing skills.
- Science & Art in the Park offered classes for students in grades TK-9th at three different locations. Over the course of two 10-week sessions, 23 courses were offered including a-g high school science labs, PLTW science, Meet the Masters art, and STEAM Storytime.
- We continue to build and develop our CTE program. We added 55 CTE classes in 2016-2017, added one additional CTE course in 2017-2018 and have plans to add additional CTE courses in 2018-2019.
- Science & Art in the Park (SAP) Coordinators worked together to create an a-g lab pacing guide for Chemistry, Biology, and Physics including ordering, organizing, and storing all required lab support materials.
- One of our WASC Growth Goals was to "Increase the percentage of students who demonstrate grade-level proficiency in Mathematics." This year, 35% of 9th-11th grade students scored at or above grade-level on the math assessment & this goal was met.

- Another one of our WASC Growth Goals was to "Increase the percentage of students who demonstrate grade-level proficiency in English Language Arts." This year, 63% of 11th-grade students met or exceeded the standards on the ELA on the CAASPP & that goal was met.
- Knowing that our English Learner student group struggled with academic achievement in years past, EL students were offered one on one tutoring to help them access the core curriculum and assist with their English Language Development. Free online EL curriculum was purchased for all EL students to increase student achievement. In addition, free MiFis were provided to English Learner families without internet access to allow them to access educational websites and services such as online tutoring.

Referring to the LCFF Evaluation Rubrics, 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 Fall 2017 Dashboard indicates South Sutter “Met” all the Local Indicators. However, the Dashboard shows that the “All Students” indicators for ELA and Math were “orange.” We have the following student groups with “red” or “orange” academic indicators in English Language Arts and Math: English Learners, Students with Disabilities and Socioeconomically Disadvantaged (SED).

Based on these results, stakeholders felt strongly about continuing to invest heavily in ELA & Math tutoring to provide academic support to the targeted student groups. We will continue to invest in targeted support and intervention programs to meet the diverse instructional needs of students at all grade levels (LCAP Goal 2 in 2018-2019). Specifically, we will continue to offer in-person and online tutoring services, as well as access to print and online supplemental curriculum to address the ELA and Math domains (e.g., Algebraic Thinking, Geometry, and Measurement). Further, in an effort to focus on our student achievement in math, our curriculum department will launch a math initiative. ESs and parents will have easy access to our most effective math curriculum titles and resources, and we will provide school-wide access to on-demand, online math support through our vendor, YUP. ESs and parents will also have the opportunity to participate in professional development and training opportunities revolving around the math and ELA curriculum and services our vendors and curriculum department provides. Furthermore, stakeholders asked to have increased access to and awareness of in-person classes in core subject areas (LCAP Goal 1 & 3 in 2018-2019).

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

## **Performance Gaps**

In English Language Arts and Math, all statistically significant student groups are performing within one performance level of the “all students” level. In ELA & Mathematics, the Asian student group is performing two levels above the “all student” group.

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

### Increased or Improved services

After reviewing the California School Dashboard and gathering input from stakeholders, we have revised and developed three new LCAP goals to more closely align our goals with our school mission. During the 2018-2019 school year, we plan on focusing on increasing student achievement in math. We believe in educating each of our students for the 21st century by providing individualized learning opportunities that incorporate parental participation, choice, and involvement in curricula.

In addition to the actions & services described in Section 5, we also plan to:

- Offer in-person core academic subject vendor classes
- Provide a Guidance Counselor to be a support and resource to staff & students, especially those unduplicated count students.
- Support a-g lab and materials costs for high school students
- Provide online High School Curriculum experts to be a resource for parents, students & staff
- Provide staff development to special education staff in the area of ELA and Math

### Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures For LCAP Year	\$20,817,083
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	\$2,980,543.00

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

N/A

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	\$1,330,321

# Annual Update

LCAP Year Reviewed: **2017-18**

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

## Goal 1

Increase the percentage of students who are on-track to graduate college and career ready.

State and/or Local Priorities addressed by this goal:

- State Priorities:
- Priority 1: Basic (Conditions of Learning)
  - Priority 2: State Standards (Conditions of Learning)
  - Priority 3: Parental Involvement (Engagement)
  - Priority 4: Pupil Achievement (Pupil Outcomes)
  - Priority 5: Pupil Engagement (Engagement)
  - Priority 6: School Climate (Engagement)
  - Priority 7: Course Access (Conditions of Learning)
  - Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

## Annual Measurable Outcomes

Expected

### Metric/Indicator

1A) Increase percentage of students graduating from high school with UC (A-G) transcript. Beginning with the Class of 2018, 50% of the students will be working toward completing either the UC/CSU/Community College course pathway or a CTE pathway.

### Baseline

31% of high school students were working towards a-g requirements in the 2016-2017 school year. Approximately, 10% of our high school students are on a particular CTE pathway.

Actual

1A) 36% of high school students were working towards a-g requirements in the 2017-2018 school year. Approximately, 10% of our high school students are on a particular CTE pathway.

## Expected

**Metric/Indicator**

1B) Increase the number of CTE courses available to students.

**Baseline**

We increased our CTE courses by 11 career pathways which means an additional 55 classes were added during the 2016-2017 school year.

**Metric/Indicator**

1C) Increase training programs, classes, webinars, and/or sessions for ESs and Parent Educators to minimum of 3 per year.

**Baseline**

In the 2016-2017 school year, over 30 parent trainings were offered. These included specific trainings on our intervention print and online curriculum for both math and ELA, numerous webinars for parents focused on writing, and other general webinars on technology, teaching philosophies and guidance

**Metric/Indicator**

1D) Increase the attendance / participation rates at Parent Educator Trainings to a minimum of 10% of the parent population and 100% ES participation in professional development opportunities

**Baseline**

In the 2016-2017 school year, the average attendance was 50 parents. Many of the webinars were recorded and some were posted on a parent YouTube channel and had an average of 65 views. The channel had 3272 more views this year than last year. One video had over 1800 views (not included in the average). Additionally, all ESs were required to complete 2 hours of professional development. This year, we offered over 35 workshops and virtual webinars, aimed at improving technology skills, knowledge of the curriculum and assessment resources.

## Actual

1B) Since we added 55 CTE classes in 2016-2017, this year we only saw a need to add one additional CTE course: Fashion Forward World History. We have plans to add additional CTE courses in 2018-2019.

1C) In the 2017-2018 school year, the focus for parent & ES webinars was on writing, which was based on the need seen and identified on our LCAP in 2016-2017. Our curriculum department contracted with six vendors to host webinars for our parents and ESs throughout the year. During the 2017-2018 school year, there were 27 webinars and demonstrations offered that focused on writing. These webinars concentrated on content, style, and grade specific instruction. We offered six webinars from our guidance department on Raising Resilient kids, transitioning to High School, preparing for College. Additionally, we provided families and ESs over a dozen webinars from vendors such as Art of Problem Solving, Ace Digital Academy Online and Comprehend Online.

1D) In the 2017-2018 school year, the focus was on the number of webinars offered. Because vendors hosted the webinars, we were not able to obtain an exact count on the number of parents or ESs in attendance. Our in house webinars had an average of 40 participants, which included the vendor and guidance department webinars. Additionally, we have hosted 6 of our in-house webinars on our School's YouTube channel with a total of 652 views this year.

## 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

1.01 Create a-g course revisions to a-g syllabi

1.01 In the 2017-2018 school year, approximately 15 a-g courses were updated and rewritten by teachers who are subject matter experts and have a single subject credential in the course subjects they support.

LCFF \$2,944

LCFF \$250

### Action 2

Planned  
Actions/Services

Actual  
Actions/Services

Budgeted  
Expenditures

Estimated Actual  
Expenditures

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

1.02 Science & Art in the Park offered a variety of classes for students in grades TK-12th at three different locations in our service area. Over the course of two 10-week sessions, 23 courses were offered including a-g high school science labs, PLTW science, Meet the Masters art, and STEAM Storytime. The Science & Art in the Park program hired a driver that drove the Mobile Science Lab to each of the park locations. LCAP funds covered the cost of the driver, fuel for the MSL, and generator. LCAP funds were used to purchase necessary materials and supplies for the SAP program including items such as paper, paints, pens, technology as well as pay for incidentals such as truck/trailer insurance, MSL storage, park fees, internet, student accident insurance.

LCFF \$60,000

LCFF \$55,798.48

### Action 3

Planned  
Actions/Services

Actual  
Actions/Services

Budgeted  
Expenditures

Estimated Actual  
Expenditures

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

1.03 Science & Art in the Park offered a variety of PLTW classes for students in grades TK-9th at three different locations in our service area. All PLTW classes are taught by credentialed, and PLTW trained Education Specialists (ESs). Teachers who participate in this training have completed a course of study in Project Based Learning and the basics of the PLTW program. Supplies ordered for PLTW included refill of the module kits, student logs, as well as paying for PLTW school fees and training.

LCFF \$20,000

LCFF \$10,674.19

**Action 4**

Planned  
Actions/Services

Actual  
Actions/Services

Budgeted  
Expenditures

Estimated Actual  
Expenditures

1.04 Maintain Project Lead the Way (PLTW) Coordinator position

1.04 A PLTW coordinator continued to oversee and coordinate the Project Lead the Way program and Mobile Science Lab.

LCFF \$45,480

LCFF \$43,082.5

**Action 5**

Planned  
Actions/Services

Actual  
Actions/Services

Budgeted  
Expenditures

Estimated Actual  
Expenditures

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

1.05 Drone University offers drone training courses for junior high and high school students. In the 2017-2018 school year, \$3200 in facility costs were funded. In the junior high class, Drone University introduces drones and their advanced technologies in a stimulating classroom & flight training lab environment. Students will learn about different types of

LCFF \$25,000

LCFF \$16,895



drones, how they work, how to fly, safety guidelines, how to take pictures/videos, etc. In the high school course, Drone University offers career-focused drone training and certification courses.

Brighton College is an accredited online college that offers distance learning programs in many different occupational fields. Brighton offers career and technical training courses that prepare the student for successfully entering their chosen field. Each course usually takes about 8 weeks for a student to complete; students may complete a maximum of 2 courses per semester. Brighton offered the following options: Pharmacy Technician, Business Accounting Clerk, Customer Support Representative, Child Development Associate, Medical Coding and Billing, Medical Office Specialist, Medical Records Technician, Paralegal Studies Diploma, CompTIA A+ Certificate, CompTIA Network+ Certificate, CompTIA Security+ Certificate. Brighton College courses were offered at no cost to all high school students that wanted to take a class.

**Action 6**

Planned  
Actions/Services

Actual  
Actions/Services

Budgeted  
Expenditures

Estimated Actual  
Expenditures

1.06 Maintain History and Science Chair teacher positions

1.06 History and Science chair teachers continued to oversee and coordinate the History and Science department resources.

LCFF \$14,130

LCFF \$14,130

### Action 7

Planned  
Actions/Services

Actual  
Actions/Services

Budgeted  
Expenditures

Estimated Actual  
Expenditures

1.07 Maintain WASC accreditation staffing

1.07 This position was not filled during the 2017-2018 school year.

LCFF \$5,888

LCFF \$0

### Action 8

Planned  
Actions/Services

Actual  
Actions/Services

Budgeted  
Expenditures

Estimated Actual  
Expenditures

1.08 Maintain Guidance Coordinator staffing

1.08 A guidance counselor continued to be on staff to serve as a resource to teachers, student and parents.

LCFF \$90,960

LCFF \$87,246

### Action 9

Planned  
Actions/Services

Actual  
Actions/Services

Budgeted  
Expenditures

Estimated Actual  
Expenditures

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

1.09 Science & Art in the Park (SAP) Coordinators worked together to create an a-g lab pacing guide for Chemistry, Biology, and Physics including ordering, organizing, and storing all required lab support materials. A-g labs were scheduled at established SAP sites and were advertised to our ESs, families, and student population.

LCFF \$11,775

LCFF \$12,175

### Action 10

Planned  
Actions/Services

Actual  
Actions/Services

Budgeted  
Expenditures

Estimated Actual  
Expenditures

1.10 Maintain a-g lab materials cost support

1.10 To make a-g labs more affordable for our families, QSL lab kits and all associated materials were purchased to support the a-g labs.

LCFF \$7,000

LCFF \$6,413.67

### Action 11

Planned  
Actions/Services

Actual  
Actions/Services

Budgeted  
Expenditures

Estimated Actual  
Expenditures

1.11 Maintain a-g lab instructional cost support

1.11 Our school continued to offer a-g labs at the Science & Art in the Park locations. For both vendor provided a-g labs and science & Art in the Park (SAP) labs, often there was a low number of students enrolled in a given a-g science course. In order to make low enrollment a-g lab courses affordable to the students, we provided additional financial support through this action step.

LCFF \$2,500

LCFF \$2,331

### Action 12

Planned  
Actions/Services

Actual  
Actions/Services

Budgeted  
Expenditures

Estimated Actual  
Expenditures

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

1.12 Work permit software, Surpass software and scheduling software was purchased in the 2017-2018 school year for use in the resource center/library.

LCFF \$3,000

LCFF \$1,730

## 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.

Our mission is to educate our students for the 21st century by providing individualized learning opportunities in small learning communities that incorporate meaningful parental participation, choice, and involvement with curricula. This year, we continued to offer innovative, personalized programs to increase the percentage of our students who are on track to graduate college and career

ready. The Project Lead the Way (PLTW), and Mobile Science Lab offered a variety of classes for students at different locations throughout the area, and in the end, more than 30 classes were offered. In addition, a-g labs were scheduled at established these sites so that students could have access to hands-on labs. Our high school students were offered the chance to take college CTE courses through Brighton College at no cost to their instructional funds. Brighton College is an accredited online college that offers distance learning programs in many different occupational fields. We also continued to provide extensive support to our a-g program by offering to tutor our students in a-g courses, as well as purchase lab supplies and instructional materials as needed. Finally, our high school guidance counselor and other support staff were in place to offer support to staff, parents, and students.

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

We met our first three measurable outcomes for Goal 1. Approximately 50% of our students are working toward completing an a-g course pathway, community college pathway or CTE pathway. Next, we increased our CTE offerings. Since we added 55 CTE classes in 2016-2017, this year we only saw a need to add 1 additional CTE course: Fashion Forward World History. However, we have plans to add additional CTE courses in 2018-2019. In the 2017-2018 school year, the focus for parent & ES webinar training was on writing, which was based on the need seen and identified on our LCAP in 2016-2017. Our goal was to offer a minimum of 3 webinar/trainings. During the 2017-2018 school year, there were 27 webinars and demonstrations offered that concentrated on writing. These webinars focused on content, style and grade specific instruction. We also provided six webinars from our guidance department on Raising Resilient kids, transitioning to High School, preparing for College.

Additionally, we offered families and ESs over a dozen webinars from vendors such as Art of Problem Solving, Ace Digital Academy Online and Comprehend Online. Our last measurable outcome was to increase the parent participation rate to 10% of parent population and 100% ES participation in professional development activities. Because the webinars were hosted by vendors, we were not able to obtain an exact count on the number of parents or ESs in attendance. Our in-house webinars had an average of 40 participants, which included the vendor and guidance department webinars. Additionally, we have hosted 6 of our in-house webinars on our School's YouTube channel with a total of 652 views this year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

As a school that values parent choice, our students are not required to participate in our programs so some of the action items had less spending than anticipated. Some minor differences can be found in staffing positions that were not filled during the school year or due to higher than expected expenses in staff salaries due to rising payroll costs for schools. Estimated actual expenditures were based on data available in mid-June 2018.

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

After reviewing the California School Dashboard and gathering input from stakeholders, we have revised and developed three new LCAP goals for 2018-2019 so that LCAP goals more closely align to our school mission. However, many of the action items from 2017-2018 will be revised and continue under the new LCAP goals in 2018-2019 as they continue to be relevant.

# Annual Update

LCAP Year Reviewed: **2017-18**

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

## Goal 2

Increase the achievement of low performing students in English Language Arts and Math.

State and/or Local Priorities addressed by this goal:

- State Priorities:
- Priority 1: Basic (Conditions of Learning)
  - Priority 2: State Standards (Conditions of Learning)
  - Priority 3: Parental Involvement (Engagement)
  - Priority 4: Pupil Achievement (Pupil Outcomes)
  - Priority 5: Pupil Engagement (Engagement)
  - Priority 6: School Climate (Engagement)
  - Priority 7: Course Access (Conditions of Learning)
  - Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

## Annual Measurable Outcomes

Expected

**Metric/Indicator**

2A) Increase the percentage of students scoring at or above grade level (as measured by i-Ready) by 2% over previous year

**Baseline**

In ELA, 57% of South Sutter students tested at or above grade level in 2016-2017. In math, 49% of South Sutter students tested at or above grade level in 2016-2017.

**Metric/Indicator**

2B) Increase the performance level (as measured by the CAASPP) in ELA and Math by 2 points over the previous year

Actual

2A) In ELA, 58% of South Sutter students tested at or above grade-level in 2017-2018, compared to 57% testing at or above grade-level in 2016-2017. In math, 47% of South Sutter students tested at or above grade-level in 2017-2018, compared to 49% testing at or above grade-level in 2016-2017.

2B) According to the data available on the California Dashboard, "all student" performance in ELA was maintained with a +.9 point increase in performance. "All student" performance declined in Math by -8.7 points.

Expected

**Baseline**

According to the data available on the California Dashboard, student performance declined by 10 points in ELA yet increased by 5 points in Math.

**Metric/Indicator**

2C) Increase the high school graduation rate by 2% over the previous year

**Baseline**

Data on graduation rates is available through the 2015-2016 school year. The graduation rate was 86% for the 2015-2016 school year.

Actual

2C) Based on the data available on the Fall 2017 Dashboard, the graduation rate increased +8.2%

**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
2.01 Track and analyze CAASPP academic & participation data	<p>2.01 2016-17 CAASPP performance data reflects a 1.82% increase in ELA and a 1.51% decrease in Math for students who met or exceeded the standards over the previous school year. 2016-17 Participation rates reflect a 0.9% increase for ELA and a 1.6% increase for Math over the previous school year. Information is based on CAASPP.org testing information as the Dashboard only considers grades 3-8 in its performance indicators and does not include participation data until the Fall 2018 Dashboard release.</p> <p>Test Site coordinators were hired to ensure proctors delivered the state assessments appropriately and also facilitated activities to help acclimate students to the</p>	LCFF \$14,150	LCFF \$10,170

testing environment. In an effort to ensure student participation, Accountability coordinators were hired to ensure that all students who were supposed to test were present and accounted for and also facilitated alternate testing locations for those absent at their test sites.

**Action 2**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.02 Purchase i-Ready intervention curriculum	2.02 i-Ready Intervention curriculum was purchased for students needing intensive support.	LCFF \$83,700	LCFF \$83,700

**Action 3**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.03 Provide i-Ready webinars for teachers and parents	2.03 i-Ready webinars were not offered this year as the school felt the i-ready trainer available was not a good fit for our individualized, parent choice program.	LCFF \$1,000	LCFF \$0

**Action 4**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.04 Purchase online intervention curriculum	2.04 Many online Intervention curriculum programs were purchased for ELA and Math for students needing intervention. Online curriculum available to qualifying students, at no charge, included: Reading Eggs, Reading Eggspress, Explode the Code, Lexia Core 5, Read Live Naturally,	LCFF \$10,000	LCFF \$8,980.07

Reading Plus, IXL, i-Ready, Mathseeds, Ten Marks, ALEKS intervention and SumDog.

**Action 5**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.05 Purchase print intervention curriculum	2.05 Different print intervention curriculum programs were purchased for ELA and Math for students needing intervention. Print curriculum available to qualifying students, at no charge, included: Explode the Code, Curriculum Associates CARS/STARS, Phonics for Reading, Focus On series, Zoom In series, Evan Moor, Milestones in Reading, Passageways, Making Reading Connections, Collections Close Reading (Houghton Mifflin), Daybooks, Ready Reading Common Core, Evan Moor Daily Math Practice, Curriculum Associates Focus on Math, Key To, CAMS/STAMS/SOLVE and Developmental Math.	LCFF \$14,000	LCFF \$11,179.13

**Action 6**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.06 Provide online, in person or group intervention tutoring for students scoring two grade levels below as measured by i-Ready"	2.06 Low performing students (2 levels below in ELA or Math on the i-Ready) were offered one on one or small group tutoring online or in person to increase their math and ELA proficiency levels. 268 students participated in in-person or web-based tutoring	LCFF \$175,000	LCFF \$136,736

**Action 7**



Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.07 Maintain High School Online Curriculum Expert(s) staffing to be a resource to teachers, student and parents	2.07 Two High School online curriculum experts continued to be on staff to be a resource to teachers, students, and parents.	LCFF \$11,775	LCFF \$11,775

### Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.08 Maintain English and Math Chair teacher positions	2.08 English and Math chair teachers continued to oversee and coordinate the English and Math department resources.	LCFF \$14,130	LCFF \$14,130

### Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.09 Provide ESi (Educational Specialist Instruction) tutoring for intervention students	2.09 We continued to develop our Education Specialist Instruction (ESi) program and provided individual and small group ESi tutoring sessions in Math and English Language Arts. Most of our ESi courses took place in person or online, using document cameras, and virtual writing tablets.	LCFF \$20,000	LCFF \$3,179.25

### Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.10 Provide small group tutoring for special education students	2.10 Special education students who qualified were offered additional one on one or small group tutoring online or in person sessions to increase their math and/or ELA proficiency levels.	LCFF \$10,000	LCFF \$9,900

Fifteen special education students in grades 4-11 completed small group or individual tutoring.

### Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.11 Provide staffing to oversee small group tutoring for special education students	2.11 A coordinator was hired to oversee and coordinate the tutoring for special education students.	LCFF \$2,000	LCFF \$2,300

### Action 12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.12 Provide staff development in ELA and Math for special education teachers	2.12 The Special Education Department was provided in-depth training at the beginning of the year in which Math and English were addressed. Specifically, the ELA was discussed in the context of AB 1369, which was fully implemented in the 2017/18 school year. The staff was presented alternate ways to teach Math. The staff also were engaged in creating a thematic unit for the book, Wonder.	LCFF \$3,667	LCFF \$3,260.84

### Action 13

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.13 Provide Writing Initiative parent webinar training	2.13 During the 2017/2018 school year, our school continued offering writing support via the "The Writing Initiative." The LCAP funding allowed our school to contract with six writing vendors to host live webinars for our families and education specialists. A total of 47	LCFF \$4,000	LCFF \$3,084

thirty to sixty-minute webinars were offered via live, interactive web broadcasts. Each of these webinars was recorded and can be viewed at any time.

**Action 14**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.14 Analyze testing results and the effectiveness of our Intervention program	2.14 A statistician was hired to run stats and analyze the outcomes of our CAASPP and i-Ready academic performance for each school.	LCFF \$5,000	LCFF \$5,534.13

**Action 15**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.15 Provide Zoom accounts for ESI courses and 'Support Teacher' online lessons with students	2.15 Zoom accounts for ESI and Support Teachers were purchased so online lessons could be provided to students.	LCFF \$2,000	LCFF \$1,626.94

**Action 16**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.16 Establish and improve the resource center	2.16 SSCS continues to be in the process of acquiring a facility to create this space. Due to geographic limitations and recent precedent-setting litigation in California, we were unable to establish a new resource center during the 2017-2018 school year. A building plan was created with a proposed completion date of October 2019.	LCFF \$255,000	LCFF \$43,580.79

**Action 17**

Planned

Actual

Budgeted

Estimated Actual

Actions/Services	Actions/Services	Expenditures	Expenditures
2.17 Maintain staffing at the Resource Center	2.17 Staffing was maintained at the curriculum warehouse for the 2017-2018 school year.	LCFF \$135,000	LCFF \$105,295.28

## 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.

Our mission is to educate each of our students for the 21st century by providing individualized learning opportunities in small learning communities that incorporate meaningful parental participation, choice, and involvement with curricula. This year, we continued to offer innovative, personalized programs to increase the achievement of low-performing students in ELA and Math. We provided print and online interventions to our low performing students and if two grade levels or more below, students were offered eight weeks of tutoring. We offered tutoring to our special education students, and special education teachers received training in ELA and Math. In the 2017-2018 school year, the focus for parent & ES webinar training was on writing, which was based on the need seen and identified on our LCAP in 2016-2017. During the 2017-2018 school year, a total of 47 thirty to sixty-minute webinars were offered via live, interactive web broadcasts. Each of these webinars was recorded and can be viewed at any time.

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

Under Goal 2, our actions and services looked to increase the achievement of low-performing students in ELA and Math. Our Fall 2017 Dashboard indicates that our students have improved or maintained their ELA scores. However, Math scores have declined. Thus, our focus for the 2018-2019 will be in math achievement and engagement. Our stakeholders agreed, via a survey, that intervention services continued to be extremely important and the tutoring options were requested for future years. Therefore, we will continue to focus on action and services that support the academic achievement of all students but especially our unduplicated student count.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

As a school that values parent choice, our students are not required to participate in our programs so some of the action items had less spending than anticipated. Some minor differences can be found in staffing positions that were not filled during the school year or due to higher than expected expenses in staff salaries due to rising payroll costs for schools. In addition, we continue to develop our ESi online instructional program. However, many of our students are more comfortable with face-to-face tutoring rather than online tutoring and it was a challenge to find teachers interested in tutoring so this action item had considerably less spending than budgeted. Estimated actual expenditures were based on data available in mid-June 2018.

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

After reviewing the California School Dashboard and gathering input from stakeholders, we have revised and developed three new LCAP goals for 2018-2019 so that LCAP goals more closely align to our school mission. However, many of the action items from 2017-2018 will be revised and continue under the new LCAP goals in 2018-2019 as they continue to be relevant.

# Annual Update

LCAP Year Reviewed: **2017-18**

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

Increase the percentage of English Learner (EL) students who achieve proficiency in English Language Arts and Math.

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 6: School Climate (Engagement)
  - Priority 7: Course Access (Conditions of Learning)
  - Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

## Annual Measurable Outcomes

Expected

**Metric/Indicator**

3A) Increase the percentage of EL students making progress on the CELDT (AMAO 1) by 2% over prior year and/or increase the percentage of students scoring at or above grade level (as measured by i-Ready) by 2% over previous year.

**Baseline**

45% of EL students gained 1 or more performance levels over the previous year's test, compared to 41% the previous year.

**Metric/Indicator**

3B) Increase the graduation rate of EL students by 2% over previous year

Actual

3A) There was a 9% increase (compared to 16/17) in the % of EL Students who increased by one or more grade levels as measured by the i-Ready post assessment.

3B) The Fall 2017 Dashboard has no data as the EL student group for Graduation rate has fallen below the "11 or more student" threshold to generate a status and change. There are now only ten students in this group.

Expected

Actual

**Baseline**

According to the data available on the California Dashboard, the graduation rate of English Learners increased significantly by 16.6%.

**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
3.01 Provide MiFi for internet access for English Learner (EL) students that do not have any internet access at home	3.01 Free MiFi devices were provided to 14 families to allow them to access educational websites and services such as online tutoring vendors	LCFF \$10,000	LCFF \$9,927.68

**Action 2**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.02 Provide ESi (Educational Specialist Instruction) online tutoring for English Learner (EL) students	3.02 Several students took advantage of the free ESi classes offered to them. We continue to provide ESi to our EL students who wish to use it, though it has not been the most popular choice. Many of our EL students are more comfortable with face- to -face one-on-one tutoring rather than online tutoring.	LCFF \$5,000	LCFF \$471

**Action 3**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.03 Provide online or in person tutoring for English Learner (EL) students with vendors	3.03 EL students were offered one on one tutoring to help them access the Core curriculum and	LCFF \$60,000	LCFF \$53,648

assist with English Language Development.

### Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.04 Purchase English Learner (EL) online curriculum	3.04 Free online EL curriculum was purchased for all EL students to increase student achievement. Rosetta Stone was offered as the primary online program.	LCFF \$6,000	LCFF \$1,312.5

### Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.05 Purchase alternative print/online EL curriculum for EL students	3.05 Supplemental EL curriculum, such as CELDT and Evan Moore workbooks, were purchased for EL students to increase student achievement.	LCFF \$2,000	LCFF \$1,423.09

### Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.06 Maintain EL Instructor Staffing	3.06 An EL Coordinator continued to coordinate our EL program and work closely with the EL families and teachers serving EL students.	LCFF \$45,480	LCFF \$32,101.48

## 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.

Our mission is to educate each of our students for the 21st century by providing individualized learning opportunities in small learning communities that incorporate meaningful parental participation, choice, and involvement with curricula. This year, actions and services were generally implemented as planned in our effort to increase the percentage of EL students who achieve proficiency in ELA & Math. EL students were provided with online curriculum, tutoring in math or ELA and supplemental curriculum if needed.



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

We're moving from the CELDT assessment to ELPAC next year. From this point on, we'll be able to establish a baseline using the new assessment and then in the years following, we can better measure EL student progress. There was a 9% increase (compared to 16/17) in the % of EL Students who increased by one or more grade levels as measured by the i-Ready post-assessment. Survey data from stakeholders indicates that online and in-person tutoring continues to be extremely important and the tutoring options were requested for future years. Therefore, we will continue to focus on action and services that support the academic achievement of all students but especially our unduplicated student count.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

As a school that values parent choice, our students are not required to participate in our programs so some of the action items had less spending than anticipated. While we continued to develop our online Education Specialist Instruction (ESi) program, many of our EL students are more comfortable with face-to-face one-on-one tutoring rather than online tutoring. Estimated actual expenditures were based on data available in mid-June 2018.

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

After reviewing the California School Dashboard and gathering input from stakeholders, we have revised and developed three new LCAP goals for 2018-2019 so that LCAP goals more closely align to our school mission. However, many of the action items from 2017-2018 will be revised and continue under the new LCAP goals in 2018-2019 as they continue to be relevant.

# Stakeholder Engagement

LCAP Year: 2018-19

## Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

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

- 10/03/17....Parent Council/Governing Board Presentation
- 10/24/17....LCAP Stakeholder Advisory Meeting
- 02/01/18....Staff LCAP Update on AF February Agenda
- 02/16/18....Stakeholder LCAP Survey sent to all stakeholders
- 04/13/18....Parent Academic Support Survey sent to all stakeholders
- 04/19/18....IEM LCAP Staff training
- 05/03/18....LCAP Stakeholder Advisory Meeting
- 05/30/18....Governing Board Meeting presentation
- monthly....Discussion at the Curriculum & Guidance Department meetings
- monthly....Discussion at the Academic Director's Meetings
- monthly....Discussion at the Advisor Meetings
- yearly....Presentation to authorizing school district

## Impact on LCAP and Annual Update

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

Based on discussions of the annual update, the stakeholders came to the consensus that our goals for 2018-2019 needed to be updated and more in line with our school mission and vision. Our new goals will be:

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

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

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

During the 2018-2019 school year, we plan on focusing on increasing student achievement in math.

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

- Provide monthly student engagement opportunities
- Build connections between home and school community
- Support Curriculum Libraries to make curriculum more accessible and readily available to parents & ESs
- Provide academic support to low achieving & EL students in ELA and Math
- Expand Career and Technical Education (CTE) offerings
- Improve access to hands-on science lab learning opportunities for students

# Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

New Goal

## Goal 1

Our stakeholders will be connected and engaged with their community

### State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 3: Parental Involvement (Engagement)  
                           Priority 5: Pupil Engagement (Engagement)  
                           Priority 6: School Climate (Engagement)  
                           Priority 7: Course Access (Conditions of Learning)  
                           Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Identified Need:

After reviewing the recommendations for WASC visiting teams and gathering input from stakeholders, we have developed a new LCAP goal that focuses on connecting our stakeholders with their community. As a non-site based school where students often work independently, parents regularly request opportunities for their children to interact and engage with their school and larger community. Supporting students in this is an important component of educating the whole child.

### Expected Annual Measurable Outcomes

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

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1B) Attrition rates	The attrition rate for the 2016-17 school year was 34%.	(Same as baseline. New measurable outcomes were written for the 2018-2019 school year.)	We will decrease the attrition rate by 1%	N/A to our charter school.
1C) New vendors	The number of approved vendors in June 2018 is 2650.	(Same as baseline. New measurable outcomes were written for the 2018-2019 school year.)	The number of new vendors will increase 5% in 2018-2019.	N/A to our charter school.
1D) Title I program plan.	The 2018-19 school year will be the first year we implement Title 1.	(Same as baseline. New measurable outcomes were written for the 2018-2019 school year.)	We will establish and implement a Title I program plan.	N/A to our charter school.

## 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)

**Scope of Services:**

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

**Location(s):**

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

English Learners Foster Youth Low Income [Add Students to be Served selection here]	Schoolwide [Add Scope of Services selection here]	All Schools [Add Location(s) selection here]
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**Actions/Services**

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

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

**Budgeted Expenditures**

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

**Action 2**

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

<b>Students to be Served:</b> (Select from All, Students with Disabilities, or Specific Student Groups)	<b>Location(s):</b> (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:

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

**Actions/Services**

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

Unchanged Action	New Action	
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**2017-18 Actions/Services**

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

**2018-19 Actions/Services**

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

**2019-20 Actions/Services**

N/A to our charter school

**Budgeted Expenditures**

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

**Action 3**

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

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

All  
[Add Students to be Served selection here]

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

All Schools  
[Add Location(s) selection here]

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

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

**Scope of Services:**

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

Schoolwide  
 [Add Scope of Services selection here]

**Location(s):**

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

All Schools  
 [Add Location(s) selection here]

**Actions/Services**

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

Unchanged Action

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

New Action

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

**2017-18 Actions/Services**

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

**2018-19 Actions/Services**

1C. Develop parent outreach program for Title I

**2019-20 Actions/Services**

N/A to our charter school

**Budgeted Expenditures**

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

**Action 4**

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All  
 [Add Students to be Served selection here]

**Location(s):**

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

All Schools  
 [Add Location(s) selection here]

**OR**



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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

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

**Scope of Services:**

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

Schoolwide  
 [Add Scope of Services selection here]

**Location(s):**

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

All Schools  
 [Add Location(s) selection here]

**Actions/Services**

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

Unchanged Action

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

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

2017-18 Actions/Services

1.04 Maintain Project Lead the Way (PLTW) Coordinator position

2018-19 Actions/Services

2019-20 Actions/Services

**Budgeted Expenditures**

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

**Action 5**

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All  
 [Add Students to be Served selection here]

**Location(s):**

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

All Schools  
 [Add Location(s) selection here]

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
[Add Students to be Served selection here]

**Scope of Services:**

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

Schoolwide  
[Add Scope of Services selection here]

**Location(s):**

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

All Schools  
[Add Location(s) selection here]

**Actions/Services**

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

Modified Action

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

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

2017-18 Actions/Services

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

2018-19 Actions/Services

2019-20 Actions/Services

**Budgeted Expenditures**

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

**Action 6**

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All  
[Add Students to be Served selection here]

**Location(s):**

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

All Schools  
[Add Location(s) selection here]

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

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

**Scope of Services:**

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

Schoolwide  
 [Add Scope of Services selection here]

**Location(s):**

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

All Schools  
 [Add Location(s) selection here]

**Actions/Services**

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

New Action

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

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

**2017-18 Actions/Services**

1.06 Maintain History and Science Chair teacher positions

**2018-19 Actions/Services****2019-20 Actions/Services****Budgeted Expenditures**

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

**Action 7**

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All  
 [Add Students to be Served selection here]

**Location(s):**

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

All Schools  
 [Add Location(s) selection here]

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

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

**Scope of Services:**

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

Schoolwide  
 [Add Scope of Services selection here]

**Location(s):**

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

All Schools  
 [Add Location(s) selection here]

**Actions/Services**

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

New Action

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

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

## 2017-18 Actions/Services

1.07 Maintain WASC accreditation staffing

## 2018-19 Actions/Services

## 2019-20 Actions/Services

**Budgeted Expenditures**

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

**Action 8**

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All  
 [Add Students to be Served selection here]

**Location(s):**

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

All Schools  
 [Add Location(s) selection here]

OR

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

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

**Location(s):**

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

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

Schoolwide  
 [Add Scope of Services selection here]

All Schools  
 [Add Location(s) selection here]

**Actions/Services**

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

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

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

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

1.08 Maintain Guidance Coordinator staffing

**Budgeted Expenditures**

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

**Action 9**

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

**Students to be Served:**  
 (Select from All, Students with Disabilities, or Specific Student Groups)  
 All  
 [Add Students to be Served selection here]

**Location(s):**  
 (Select from All Schools, Specific Schools, and/or Specific Grade Spans)  
 All Schools  
 [Add Location(s) selection here]

OR

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

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

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

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

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

**Actions/Services**

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1.09 Coordinate high school a-g labs and CTE courses with the Mobile Science Lab		

**Budgeted Expenditures**

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

**Action 10**

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

<b>Students to be Served:</b> (Select from All, Students with Disabilities, or Specific Student Groups) All [Add Students to be Served selection here]	<b>Location(s):</b> (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:

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

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

Schoolwide  
[Add Scope of Services selection here]

All Schools  
[Add Location(s) selection here]

**Actions/Services**

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

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

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

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

1.10 Maintain a-g lab materials cost support

**Budgeted Expenditures**

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

**Action 11**

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

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

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

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

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

**Actions/Services**

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1.11 Maintain a-g lab instructional cost support		

**Budgeted Expenditures**

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

**Action 12**

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

<b>Students to be Served:</b> (Select from All, Students with Disabilities, or Specific Student Groups) All [Add Students to be Served selection here]	<b>Location(s):</b> (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:

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



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

**Actions/Services**

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1.12 Purchase work permit software, Surpass software, and scheduling software for the resource library		

**Budgeted Expenditures**

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

# Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Modified Goal

## Goal 2

Our students will achieve academically through individualized learning.

### State and/or Local Priorities addressed by this goal:

State Priorities:

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Identified Need:

The Fall 2017 California Dashboard indicates South Sutter “Met” all the Local Indicators. However, the Dashboard shows that the “All Students” indicator for ELA and Math were “orange.” We have the following student groups with “red” or “orange” academic indicators in English Language Arts and Math: English Learners, Students with Disabilities and Socioeconomically Disadvantaged (SED). In addition, a stakeholder survey indicated a need for additional support in core academic areas, especially math. Therefore, the goal was modified to focus on student achievement through individualized learning.

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
2A) i-Ready assessment	In 2017-2018, in ELA, 58% of South Sutter students tested at or	(Same as baseline. New measurable outcomes	Students who participate in Intervention Options will demonstrate	N/A to our charter school.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	above grade-level and in math, 47% of South Sutter students tested at or above grade-level in 2017-2018. In 2018-2019, we will be focusing on the academic growth of our intervention students.	were written for the 2018-2019 school year.)	academic growth as measured by the iReady.	
2B) Title I program plan	The 2018-19 school year will be the first year we implement Title 1.	(Same as baseline. New measurable outcomes were written for the 2018-2019 school year.)	We will establish and implement a Title I program plan in 2018-2019.	N/A to our charter school.
2C) Performance on CAASPP	According to the data available on the California Dashboard, "all student" performance in ELA was maintained with a +.9 point increase in performance. "All student" performance declined in Math by -8.7 points.	(Same as baseline. New measurable outcomes were written for the 2018-2019 school year.)	We will increase the performance level (as measured by the CAASPP) in ELA and Math by 2 points over the previous year	N/A to our charter school.
2D) ELPAC assessment	The 2018-19 school year will be the first year we use the new ELPAC assessment.	(Same as baseline. New measurable outcomes were written for the 2018-2019 school year.)	We will establish a baseline for EL students based on the new ELPAC assessment.	N/A to our charter school.

## Planned Actions / Services

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

### Action 1

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All  
[Add Students to be Served selection here]

**Location(s):**

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

All Schools  
[Add Location(s) selection here]

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

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

**Scope of Services:**

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

Schoolwide  
[Add Scope of Services selection here]

**Location(s):**

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

All Schools  
[Add Location(s) selection here]

**Actions/Services**

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

Modified Action

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

Modified Action

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

## 2017-18 Actions/Services

2.01 Track and analyze CAASPP academic & participation data

## 2018-19 Actions/Services

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

## 2019-20 Actions/Services

N/A to our charter school

**Budgeted Expenditures**

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

## Action 2

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

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

[Add Students to be Served selection here]

### Location(s):

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

All Schools

[Add Location(s) selection here]

OR

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

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Foster Youth

Low Income

[Add Students to be Served selection here]

### Scope of Services:

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

Schoolwide

[Add Scope of Services selection here]

### Location(s):

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

All Schools

[Add Location(s) selection here]

## Actions/Services

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

Unchanged Action

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

Modified Action

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

2017-18 Actions/Services

2.02 Purchase i-Ready intervention curriculum

2018-19 Actions/Services

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

2019-20 Actions/Services

N/A to our charter school

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$83,700	\$480,577	
Source	LCFF	Supplemental and Concentration	

Amount		\$91,148	
Source		Title I	

### Action 3

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

#### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All  
[Add Students to be Served selection here]

#### Location(s):

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

All Schools  
[Add Location(s) selection here]

OR

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

#### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

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

#### Scope of Services:

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

Schoolwide  
[Add Scope of Services selection here]

#### Location(s):

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

All Schools  
[Add Location(s) selection here]

### Actions/Services

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

Unchanged Action

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

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

2017-18 Actions/Services

2.03 Provide i-Ready webinars for teachers and parents

2018-19 Actions/Services

2019-20 Actions/Services

### Budgeted Expenditures

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

### Action 4

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All  
[Add Students to be Served selection here]

**Location(s):**

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

All Schools  
[Add Location(s) selection here]

OR

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

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

**Scope of Services:**

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

Schoolwide  
[Add Scope of Services selection here]

**Location(s):**

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

All Schools  
[Add Location(s) selection here]

### Actions/Services

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

Unchanged Action

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

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

2017-18 Actions/Services

2.04 Purchase online intervention curriculum

2018-19 Actions/Services

2019-20 Actions/Services

### Budgeted Expenditures

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

**Action 5**

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All  
[Add Students to be Served selection here]

**Location(s):**

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

All Schools  
[Add Location(s) selection here]

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

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

**Scope of Services:**

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

Schoolwide  
[Add Scope of Services selection here]

**Location(s):**

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

All Schools  
[Add Location(s) selection here]

**Actions/Services**

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

Unchanged Action

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

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

2017-18 Actions/Services

2.05 Purchase print intervention curriculum

2018-19 Actions/Services

2019-20 Actions/Services

**Budgeted Expenditures**



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

**Action 6**

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All  
[Add Students to be Served selection here]

**Location(s):**

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

All Schools  
[Add Location(s) selection here]

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

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

**Scope of Services:**

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

Schoolwide  
[Add Scope of Services selection here]

**Location(s):**

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

All Schools  
[Add Location(s) selection here]

**Actions/Services**

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

Unchanged Action

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

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

2017-18 Actions/Services

2.06 Provide online, in person or group intervention tutoring for students scoring two grade levels below as measured by i-Ready"

2018-19 Actions/Services

2019-20 Actions/Services

**Budgeted Expenditures**

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

### Action 7

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All  
[Add Students to be Served selection here]

**Location(s):**

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

All Schools  
[Add Location(s) selection here]

OR

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

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

**Scope of Services:**

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

Schoolwide  
[Add Scope of Services selection here]

**Location(s):**

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

All Schools  
[Add Location(s) selection here]

### Actions/Services

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

Unchanged Action

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

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

2017-18 Actions/Services

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

2018-19 Actions/Services

2019-20 Actions/Services

### Budgeted Expenditures

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

**Action 8**

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All  
[Add Students to be Served selection here]

**Location(s):**

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

All Schools  
[Add Location(s) selection here]

OR

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

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

**Scope of Services:**

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

Schoolwide  
[Add Scope of Services selection here]

**Location(s):**

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

All Schools  
[Add Location(s) selection here]

**Actions/Services**

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

New Action

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

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

2017-18 Actions/Services

2.08 Maintain English and Math Chair teacher positions

2018-19 Actions/Services

2019-20 Actions/Services

**Budgeted Expenditures**

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

**Action 9**

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All  
[Add Students to be Served selection here]

**Location(s):**

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

All Schools  
[Add Location(s) selection here]

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

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

**Scope of Services:**

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

Schoolwide  
[Add Scope of Services selection here]

**Location(s):**

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

All Schools  
[Add Location(s) selection here]

**Actions/Services**

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

Unchanged Action

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

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

2017-18 Actions/Services

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

2018-19 Actions/Services

2019-20 Actions/Services

**Budgeted Expenditures**

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

**Action 10**

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

Students with Disabilities  
[Add Students to be Served selection here]

**Location(s):**

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

All Schools  
[Add Location(s) selection here]

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

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

**Scope of Services:**

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

Schoolwide  
[Add Scope of Services selection here]

**Location(s):**

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

All Schools  
[Add Location(s) selection here]

**Actions/Services**

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

Unchanged Action

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

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

2017-18 Actions/Services

2.10 Provide small group tutoring for special education students

2018-19 Actions/Services

2019-20 Actions/Services

**Budgeted Expenditures**

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

**Action 11**

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

Students with Disabilities  
[Add Students to be Served selection here]

**Location(s):**

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

All Schools  
[Add Location(s) selection here]

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

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

**Scope of Services:**

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

Schoolwide  
[Add Scope of Services selection here]

**Location(s):**

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

All Schools  
[Add Location(s) selection here]

**Actions/Services**

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

New Action

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

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

2017-18 Actions/Services

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

2018-19 Actions/Services

2019-20 Actions/Services

**Budgeted Expenditures**

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

**Action 12**

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

Students with Disabilities  
[Add Students to be Served selection here]

**Location(s):**

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

All Schools  
[Add Location(s) selection here]

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

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

**Scope of Services:**

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

Schoolwide  
[Add Scope of Services selection here]

**Location(s):**

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

All Schools  
[Add Location(s) selection here]

**Actions/Services**

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

New Action

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

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

2017-18 Actions/Services

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

2018-19 Actions/Services

2019-20 Actions/Services

**Budgeted Expenditures**

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

**Action 13**

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All  
[Add Students to be Served selection here]

**Location(s):**

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

All Schools  
[Add Location(s) selection here]

OR

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

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

**Scope of Services:**

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

Schoolwide  
[Add Scope of Services selection here]

**Location(s):**

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

All Schools  
[Add Location(s) selection here]

**Actions/Services**

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

New Action

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

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

2017-18 Actions/Services

2.13 Provide Writing Initiative parent webinar training

2018-19 Actions/Services

2019-20 Actions/Services

**Budgeted Expenditures**



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

**Action 14**

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All  
[Add Students to be Served selection here]

**Location(s):**

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

All Schools  
[Add Location(s) selection here]

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

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

**Scope of Services:**

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

Schoolwide  
[Add Scope of Services selection here]

**Location(s):**

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

All Schools  
[Add Location(s) selection here]

**Actions/Services**

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

New Action

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

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

2017-18 Actions/Services

2.14 Analyze testing results and the effectiveness of our Intervention program

2018-19 Actions/Services

2019-20 Actions/Services

**Budgeted Expenditures**

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

**Action 15**

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All  
[Add Students to be Served selection here]

**Location(s):**

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

All Schools  
[Add Location(s) selection here]

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

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

**Scope of Services:**

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

Schoolwide  
[Add Scope of Services selection here]

**Location(s):**

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

All Schools  
[Add Location(s) selection here]

**Actions/Services**

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

New Action

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

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

2017-18 Actions/Services

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

2018-19 Actions/Services

2019-20 Actions/Services

**Budgeted Expenditures**

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

**Action 16**

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All  
[Add Students to be Served selection here]

**Location(s):**

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

All Schools  
[Add Location(s) selection here]

OR

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

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

**Scope of Services:**

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

Schoolwide  
[Add Scope of Services selection here]

**Location(s):**

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

All Schools  
[Add Location(s) selection here]

**Actions/Services**

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

Modified Action

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

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

2017-18 Actions/Services

2.16 Establish and improve the resource center

2018-19 Actions/Services

2019-20 Actions/Services

**Budgeted Expenditures**

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

**Action 17**

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All  
[Add Students to be Served selection here]

**Location(s):**

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

All Schools  
[Add Location(s) selection here]

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

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

**Scope of Services:**

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

Schoolwide  
[Add Scope of Services selection here]

**Location(s):**

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

All Schools  
[Add Location(s) selection here]

**Actions/Services**

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

New Action

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

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

2017-18 Actions/Services

2.17 Maintain staffing at the Resource Center

2018-19 Actions/Services

2019-20 Actions/Services

**Budgeted Expenditures**

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

# Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

New Goal

## Goal 3

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

### State and/or Local Priorities addressed by this goal:

- State Priorities:
- Priority 1: Basic (Conditions of Learning)
  - Priority 2: State Standards (Conditions of Learning)
  - Priority 3: Parental Involvement (Engagement)
  - Priority 4: Pupil Achievement (Pupil Outcomes)
  - Priority 5: Pupil Engagement (Engagement)
  - Priority 7: Course Access (Conditions of Learning)
  - Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Identified Need:

After reviewing the California School Dashboard and gathering input from stakeholders, we have developed a new LCAP goal that focuses on increasing access to quality curriculum and learning opportunities. A stakeholder survey indicated a need for additional funds to access online and hands on learning opportunities, greater access to the curriculum in the curriculum library, as well more course options for high school students.

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
3A) Implementation of a library system	Our school has the Surpass system but the 2018-19 will be the first	(Same as baseline. New measurable outcomes were written for the 2018-2019 school year.)	We will fully implement a library system for the curriculum library in 2018-2019.	N/A to our charter school.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	year of full implementation.			
3B) New vendors	The number of approved vendors at the end of the 2017-2018 school year was 2650.	(Same as baseline. New measurable outcomes were written for the 2018-2019 school year.)	The number of new vendors will increase 5% in 2018-2019.	N/A to our charter school.
3C) Increase instructional funding	The instructional funds for last year (2017-2018) were \$2200/year for TK-8th students and \$2700/year for 9th-11th grade students.	(Same as baseline. New measurable outcomes were written for the 2018-2019 school year.)	We will increase instructional funds to \$2400/year for TK-8th students and \$3000/year for the 9th-11th grade students.	N/A to our charter school.
3D) College and Career Indicator	According the Fall 2017 Dashboard, 13.6% of students in 2016 were "prepared" on the College & Career Indicator.	(Same as baseline. New measurable outcomes were written for the 2018-2019 school year.)	We will increase the percentage of students prepared for post-graduate options as measured by the College and Career Indicator	N/A to our charter school.

## Planned Actions / Services

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

### Action 1

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All  
[Add Students to be Served selection here]

**Location(s):**

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

All Schools  
[Add Location(s) selection here]

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

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

**Scope of Services:**

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

Schoolwide  
 [Add Scope of Services selection here]

**Location(s):**

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

All Schools  
 [Add Location(s) selection here]

**Actions/Services**

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

Modified Action

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

Modified Action

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

**2017-18 Actions/Services**

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

**2018-19 Actions/Services**

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

**2019-20 Actions/Services**

N/A to our charter school

**Budgeted Expenditures**

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

**Action 2**

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All  
 [Add Students to be Served selection here]

**Location(s):**

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

All Schools  
 [Add Location(s) selection here]



**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

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

**Scope of Services:**

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

Schoolwide  
[Add Scope of Services selection here]

**Location(s):**

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

All Schools  
[Add Location(s) selection here]

**Actions/Services**

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

Unchanged Action

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

Modified Action

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

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

N/A to our charter school

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$5,000	\$192,060	
Source	LCFF	Supplemental and Concentration	
Amount		\$6,750	
Source		Base	

**Action 3**

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All  
[Add Students to be Served selection here]

**Location(s):**

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

All Schools  
[Add Location(s) selection here]

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

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

**Scope of Services:**

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

Schoolwide  
[Add Scope of Services selection here]

**Location(s):**

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

[Add Location(s) selection here]

**Actions/Services**

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

Unchanged Action

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

Modified Action

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

**2017-18 Actions/Services**

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

**2018-19 Actions/Services**

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

**2019-20 Actions/Services**

N/A to our charter school

**Budgeted Expenditures**

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

## Action 4

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

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

[Add Students to be Served selection here]

### Location(s):

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

All Schools

[Add Location(s) selection here]

OR

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

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

[Add Students to be Served selection here]

### Scope of Services:

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

Schoolwide

[Add Scope of Services selection here]

### Location(s):

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

All Schools

[Add Location(s) selection here]

## Actions/Services

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

Unchanged Action

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

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

2017-18 Actions/Services

3.04 Purchase English Learner (EL) online curriculum

2018-19 Actions/Services

2019-20 Actions/Services

## Budgeted Expenditures

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

## Action 5

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

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

### Location(s):

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

All  
[Add Students to be Served selection here]

All Schools  
[Add Location(s) selection here]

OR

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

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

English Learners  
[Add Students to be Served selection here]

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

Schoolwide  
[Add Scope of Services selection here]

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

All Schools  
[Add Location(s) selection here]

**Actions/Services**

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

Unchanged Action

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

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

2017-18 Actions/Services

3.05 Purchase alternative print/online EL curriculum for EL students

2018-19 Actions/Services

2019-20 Actions/Services

**Budgeted Expenditures**

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

**Action 6**

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

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

All  
[Add Students to be Served selection here]

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

All Schools  
[Add Location(s) selection here]

OR

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

[Add Students to be Served selection here]

**Scope of Services:**

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

Schoolwide

[Add Scope of Services selection here]

**Location(s):**

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

All Schools

[Add Location(s) selection here]

**Actions/Services**

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

New Action

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

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

2017-18 Actions/Services

3.06 Maintain EL Instructor Staffing

2018-19 Actions/Services

2019-20 Actions/Services

**Budgeted Expenditures**

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

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

\$1,330,321

Percentage to Increase or Improve Services

7.71%

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

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

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

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

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$1,178,441

6.83%

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

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

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

The unduplicated count of low income, English Learner, and Foster Youth pupils does not exceed 55%. The LEA used LCFF funds in combination with school--specific and EL-targeted initiatives. The justification for the school-wide approach to increased and improved services comes from the stakeholders who by participating simultaneously in the annual update sessions and strategic planning sessions indicated that the state priorities and strategic plan goals affect all students. Further, stakeholders acknowledged: (1) current curricular and instructional support including increased and improved online and in-person classes in ELA, mathematics, sciences, and the arts, for college and career readiness, needs to be expanded in scope and as a vehicle to effectively deliver CCSS and to ensure effective instruction in literacy, math and science for maintaining student progress; (2) the use of technology as a tool for learning and assessing learning needs to expand; (3) Professional development for certificated teachers and training for parents who are the primary instructors at home with students needs to increase to effectively increase students readiness for career and college after graduation; (4) Effective intervention and support programs for all struggling students' needed to increase to help close achievement gaps, including assistance to parents and teachers in monitoring these programs and assessment data to ensure student progress is understood and adequate.

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

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).

for our students to be successful, our parents need additional support from our highly qualified teachers to support and ensure adequate learning progress of all students.



# Addendum

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

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

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

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

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

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

## **Instructions: Linked Table of Contents**

Plan Summary

Annual Update

Stakeholder Engagement

Goals, Actions, and Services

Planned Actions/Services

Demonstration of Increased or Improved Services for Unduplicated Students

*For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: [lcff@cde.ca.gov](mailto: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 LCFF Evaluation Rubrics 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 LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

## **Budget Summary**

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with

the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)
- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

## 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 LCFF Evaluation Rubrics, 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 LCFF Evaluation Rubrics, 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 LCFF Evaluation Rubrics, 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 pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
  - (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).
- (b) “Middle School dropout rate” shall be calculated as set forth in 5 *CCR* Section 1039.1.
- (c) “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).
- (d) “High school graduation rate” shall be calculated as follows:
  - (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] 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).
- (e) “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).
- (f) “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, October 2016*

# LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	1,177,579.00	804,041.02	1,177,579.00	2,980,543.00	0.00	4,158,122.00
Base	0.00	0.00	0.00	1,420,536.00	0.00	1,420,536.00
LCFF	1,177,579.00	804,041.02	1,177,579.00	0.00	0.00	1,177,579.00
Supplemental and Concentration	0.00	0.00	0.00	1,323,531.00	0.00	1,323,531.00
Title I	0.00	0.00	0.00	236,476.00	0.00	236,476.00

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

<b>Total Expenditures by Object Type</b>						
<b>Object Type</b>	<b>2017-18 Annual Update Budgeted</b>	<b>2017-18 Annual Update Actual</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2017-18 through 2019-20 Total</b>
All Expenditure Types	1,177,579.00	804,041.02	1,177,579.00	2,980,543.00	0.00	4,158,122.00
	1,177,579.00	804,041.02	1,177,579.00	2,980,543.00	0.00	4,158,122.00

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



<b>Total Expenditures by Object Type and Funding Source</b>							
<b>Object Type</b>	<b>Funding Source</b>	<b>2017-18 Annual Update Budgeted</b>	<b>2017-18 Annual Update Actual</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2017-18 through 2019-20 Total</b>
All Expenditure Types	All Funding Sources	1,177,579.00	804,041.02	1,177,579.00	2,980,543.00	0.00	4,158,122.00
	Base	0.00	0.00	0.00	1,420,536.00	0.00	1,420,536.00
	LCFF	1,177,579.00	804,041.02	1,177,579.00	0.00	0.00	1,177,579.00
	Supplemental and Concentration	0.00	0.00	0.00	1,323,531.00	0.00	1,323,531.00
	Title I	0.00	0.00	0.00	236,476.00	0.00	236,476.00

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

**Total Expenditures by Goal**

<b>Goal</b>	<b>2017-18 Annual Update Budgeted</b>	<b>2017-18 Annual Update Actual</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2017-18 through 2019-20 Total</b>
<b>Goal 1</b>	288,677.00	250,725.84	288,677.00	1,291,000.00	0.00	1,579,677.00
<b>Goal 2</b>	760,422.00	454,431.43	760,422.00	667,225.00	0.00	1,427,647.00
<b>Goal 3</b>	128,480.00	98,883.75	128,480.00	1,022,318.00	0.00	1,150,798.00

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