

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Aspire Langston Hughes Academy

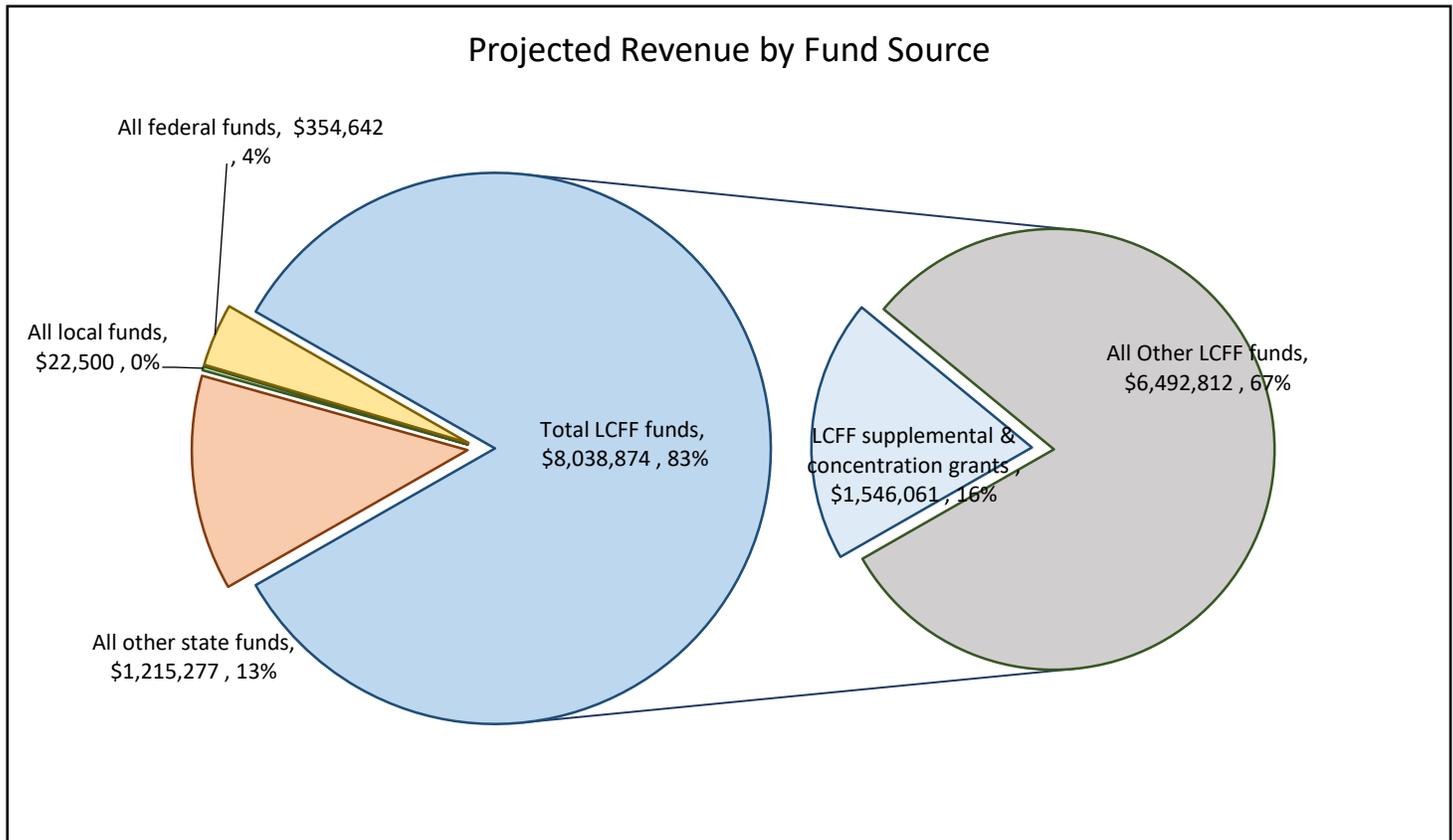
CDS Code: 39-68676-0118497

Local Control and Accountability Plan (LCAP) Year: 2019-2020

LEA contact information: Charles McGill

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

## Budget Overview for the 2019-2020 LCAP Year

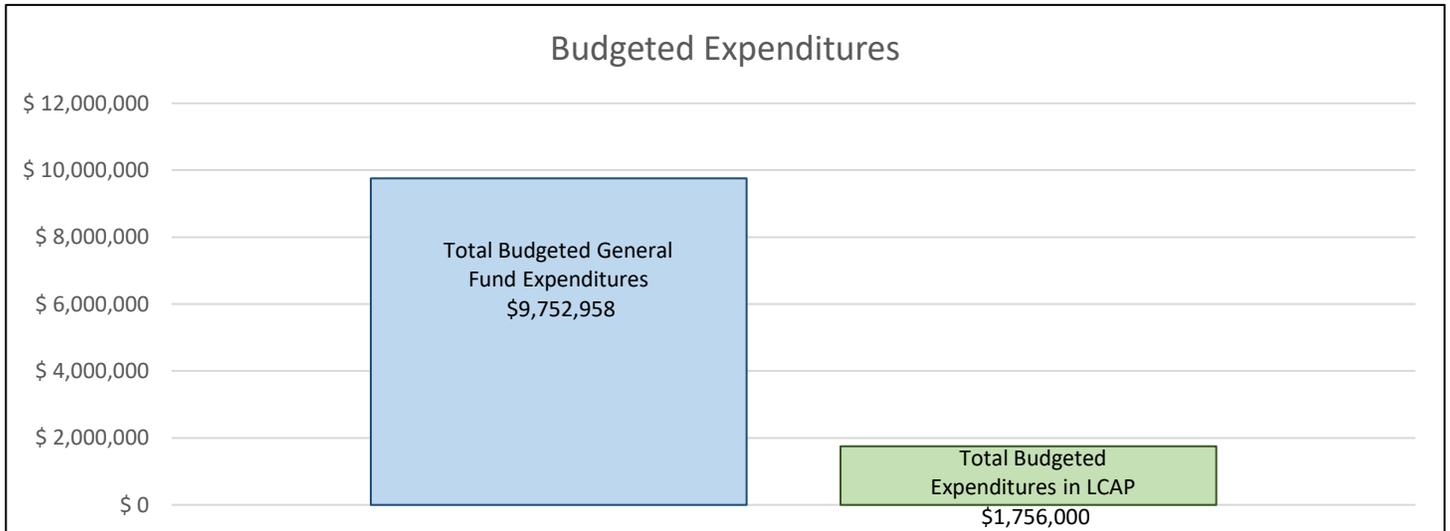


This chart shows the total general purpose revenue Aspire Langston Hughes Academy expects to receive in the coming year from all sources.

The total revenue projected for Aspire Langston Hughes Academy is \$9,631,292.72, of which \$8,038,873.72 is Local Control Funding Formula (LCFF), \$1,215,277.00 is other state funds, \$22,500.00 is local funds, and \$354,642.00 is federal funds. Of the \$8,038,873.72 in LCFF Funds, \$1,546,061.28 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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

# LCFF Budget Overview for Parents



This chart provides a quick summary of how much Aspire Langston Hughes Academy plans to spend for 2019-2020. It shows how much of the total is tied to planned actions and services in the LCAP.

Aspire Langston Hughes Academy plans to spend \$9,752,958.13 for the 2019-2020 school year. Of that amount, \$1,756,000.00 is tied to actions/services in the LCAP and \$7,996,958.13 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

General fund budget expenditures not included in the LCAP are divided into two main categories - salaries & benefits, and operating.

Salaries & benefits are included for the following positions: core teachers, specialist teachers (those not highlighted in the LCAP), instructional assistants, special education, after school program, campus operations (including front office, administration, facility, and cafeteria), substitute teachers, and stipends.

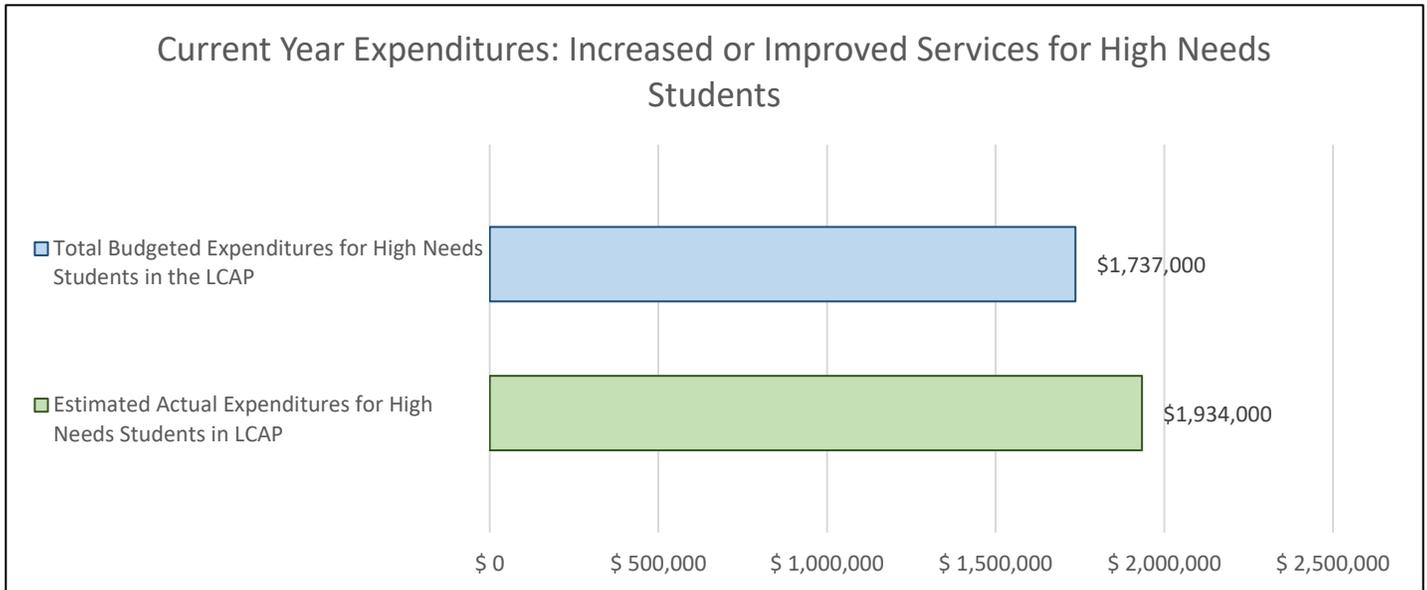
Operating expenses are included, but not limited to, the following: education and physical education materials, conferences & travel, education consultants, professional services, field trips, rent, utilities, food services, management fees (national office, regional office, authorizer, SELPA), insurance, interest, depreciation & amortization, and contributions to reserves.

## Increased or Improved Services for High Needs Students in 2019-2020

In 2019-2020, Aspire Langston Hughes Academy is projecting it will receive \$1,546,061.28 based on the enrollment of foster youth, English learner, and low-income students. Aspire Langston Hughes Academy must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Aspire Langston Hughes Academy plans to spend \$1,756,000.00 on actions to meet this requirement.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2018-2019



This chart compares what Aspire Langston Hughes Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Aspire Langston Hughes Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-2019, Aspire Langston Hughes Academy's LCAP budgeted \$1,737,000.00 for planned actions to increase or improve services for high needs students. Aspire Langston Hughes Academy estimates that it will actually spend \$1,934,000.00 for actions to increase or improve services for high needs students in 2018-2019.

# 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
Aspire Langston Hughes Academy	Charles McGill, Principal	<a href="mailto:charles.mcgill@aspirepublicschools.org">charles.mcgill@aspirepublicschools.org</a> 209-943-2389

## 2017-20 Plan Summary

### The Story

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

Langston Hughes Academy is a direct-funded countywide benefit charter school in San Joaquin County. It is chartered through Stockton Unified School District.

LHA serves approximately 760 of students from grades 6 - 12. Our student body profile is made up of 61% Latino, 19% African American, 9% Asian, and 6% Caucasian with 78% of students eligible for free and reduced lunch and 9% of students designated as English Learners.

Every LHA senior class graduates with 100% acceptance to four-year universities in addition to earning a minimum of 15 college units. As a result of our early college model, LHA has produced close to 30 students who, at the end of their senior year, competed enough college units to earn an Associate of Arts degree. Recently, LHA graduates were offered college acceptances to top colleges throughout California including UCLA, USC, UC Davis, University of the Pacific, UC Irvine, UC Berkeley, and Stanford and colleges outside the state such as Howard, Morehouse, and the University of Pennsylvania. Our students also received nearly \$1 million in scholarships and grants.

Over the past few years, in addition to our focus on developing students socially and emotionally and providing quality learning experiences, LHA has developed a robust athletic program that has won CIF Mountain Valley League championships in volleyball, basketball, softball, and soccer. LHA also offers baseball and cross-country.

#### MISSION AND VISION

Aspire Langston Hughes Academy's vision mirrors the vision of Aspire Public Schools. Every student is prepared to earn a college degree. Furthermore, our mission is to create a quality learning experiences in a safe, supportive, and academically rigorous learning environment where students

are critical thinkers equipped with the tools necessary to advocate for themselves, their communities, and their future.

## LCAP Highlights

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

This year's LCAP features a more explicit plan for creating mentoring groups to support 9<sup>th</sup> graders that struggle with the high school transition (Goal 3, Action 1, Planned Action 2). We have also included high school intervention in the master schedule to provide additional instructional support for both Math and ELA (Goal 1, Action 1, Planned Action 6). Our Special Education program will also be improved by adding another special education teacher that will support services for SPED students (Goal 3, Action 1, Planned Action 20). Most of our high quality programs will continue, particularly ones that invests in the social emotional needs of our students for improved attendance as well as improved behavior. Our attendance expectation and support will remain high and the supports for families will continue to expand (Goal 3, Action 1).

## Review of Performance

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

## Greatest Progress

Our greatest progress academically according to the California Dashboard is English Language Arts. We saw an overall improvement of 11 points and more specifically improvement within our subgroups such as English Learners with 9 points, Students with Disabilities with 14 points, African American with 17 points, Hispanic with 9 points, and Socioeconomically Disadvantaged with 11 points. We also saw an overall improvement of 9 points in Math. And, more specifically improvement within our subgroups such as Students with Disabilities with 28 points, African American with 10 points, English Learners with 23 points, Hispanic with 6 points, and Socioeconomically Disadvantaged with 11 points.

We have also shown improvement in overall College/Career preparedness with a 6 point increase from the previous year.

We are proud of these improvements and believe raising academic expectations, improving the quality of our instruction, and providing targeted intervention contributed to the improvement we saw last year. We plan to continue to maintain high expectations and all the instructional strategies and supports that have led to increased student achievement data.

In terms of family engagement, our Academic Instruction data was 84% favorable according to internal Panorama surveys. Families continue to feel that their students are receiving quality academic instruction at Langston Hughes Academy.

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

## **Greatest Needs**

Our greatest needs according to the California dashboard are in Chronic Absenteeism. This data point is in the yellow and increased by 3 points from last year. More specifically, there were increase within our subgroups such as African American with 8 points, Student with Disabilities with 5 points, and Socioeconomically Disadvantaged with 3 points. We plan to address this need through our commitment to notify families around truanancies every two weeks (Goal 3, Action 1, Planned Action 7).

Another area of need is around family engagement. Our Family Survey showed that only 60% of families felt that our overall social and learning climate at school was favorable. This a 20% drop from the previous year and clearly our greatest opportunity. Lastly, another area of need is around student engagement. Our Student School Survey showed that only 48% of students answered favorably to the question of School Safety and 44% of students answered favorably to the question of Classroom Belonging. We plan to continue our efforts around creating productive and engaging environments that enlist families as partners and support holistic needs as students (Goal 3).

Lastly, another area of need is our suspension rates. This data point is in the red and increased by 0.9% from last year. More specifically, we see that our subgroups of African American and Socioeconomically Disadvantaged students are in the red as well. We plan to address this need by implementing positive behavior supports for students and restorative practices training for students and staff (Goal 3, Action 1, Planned Action 13, 14, 15, 16, and 17).

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

## **Performance Gaps**

English Language Arts: In ELA, Langston Hughes Academy scored Yellow, including for the subgroups African American, Hispanic, and Socioeconomically Disadvantaged students. However, for the subgroups English Learners and Students with Disabilities, we scored Orange. To analyze this performance gap, Langston Hughes Academy recognized opportunities in our targeted intervention plan. To address this, supports and evaluations for EL students and ELD instruction have been dispersed to our Assistant Principal and Instructional Coach in addition to hiring an Intervention Teacher for EL students (Goal 3, Action 1, Planned Action 1). Our Special Education program should be improved with the addition of another special education teacher to provide support services for SPED students (Goal 3, Action 1, Planned Action 20).

Math: In Math, Langston Hughes Academy scored Yellow, including for the subgroups African American, English Learners, Hispanic, and Socioeconomically Disadvantaged students. However, for the subgroup Students with Disabilities, we scored Orange. To analyze this performance gap, Langston Hughes Academy recognized opportunities in our targeted intervention plan. Our Special Education program should be improved with the addition of another special education teacher to provide support services for SPED students (Goal 3, Action 1, Planned Action 20).

## **Comprehensive Support and Improvement**

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

### **Schools Identified**

Identify the schools within the LEA that have been identified for CSI.

NA

### **Support for Identified Schools**

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

NA

### **Monitoring and Evaluating Effectiveness**

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

NA

# Annual Update

LCAP Year Reviewed: 2018-2019

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

#1. Exceptional Instruction: Rigorous, CCSS aligned math, ELA, and NGSS science instruction (to ensure equitable growth towards our 3 year growth targets).

State and/or Local Priorities addressed by this goal:

State Priorities: 1,3,4,5,6

Local Priorities: NA

## Annual Measureable Outcomes

Expected

Actual

Maintain 100% of teachers fully credentialed.

97% of teachers are fully credentialed. 3% are in the process of completing credential requirements.

Increase 5% of students that "meet" or "exceed" Math SBAC outcomes

17-18 SBAC Math data shows that 35% of students met or exceeded the standard level. 18-19 data coming soon.

Increase 4% of students that "meet" or "exceed" ELA SBAC outcomes

17-18 SBAC ELA data shows that 40% of students met or exceeded the standard level. 18-19 data coming soon.

Continue to maintain 100% Next Generation Science Standards aligned curriculum that will be purchased and implemented with 100% fidelity via walkthroughs and classroom observation.

Site administrators reported that classroom observations found that 100% of teachers were implementing NGSS aligned curriculum.

Increase 10% of students that are "On" or "Above" Proficiency Level.

18-19 EOY STAR data shows that 39% of students were proficient. This is a 2% decrease from the previous year.

Expected

Actual

Continue to maintain 100% of the students, including all subgroups, to have the materials and resources necessary to access the CCSS aligned academic curriculum.	Site administrators reported that classroom observations found that 100% of the students had the materials and resources necessary to access the CCSS aligned academic curriculum.
Continue to maintain 100% of English Learners to participate in a CCSS aligned ELD program and have access to all elements of the regular curriculum.	Site administrators reported that classroom observations found that 100% of the English Learners participated in the CCSS aligned ELD program and had access to all elements of the regular curriculum.
Discontinue. Same outcome as above	Discontinued
Discontinue. Same outcome as above	Discontinued
Continue to maintain 100% CCSS aligned curriculum that was purchased and implemented with 100% fidelity via walkthroughs and classroom observation. Furthermore, admin will observe and monitor all materials, implementation, and district created assessments to ensure that all curriculum and materials are aligned to CCSS.	Site administrators reported that classroom observations found that 100% of teachers were implementing CCSS aligned curriculum.
Maintain 95% or more of SPED students will participate in the Statewide Assessments (i.e., SBAC ELA Section)	94%
Increase to 14% or more of SPED students will score 3 or 4 on the Statewide Assessments (i.e., SBAC ELA Section)	17-18 SBAC ELA data shows that 5% of students with disabilities met or exceeded the standard level. 18-19 data coming soon.
Maintain 95% or more of SPED students will participate in the Statewide Assessments (i.e., SBAC Math Section)	94%
Increase to 13% or more of SPED students will score 3 or 4 on the Statewide Assessments (i.e., SBAC Math Section)	17-18 SBAC Math data shows that 4% of students with disabilities met or exceeded the standard level. 18-19 data coming soon.

**Actions / Services**

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

**Action 1**

Planned  
Actions/Services

Actual  
Actions/Services

Budgeted  
Expenditures

Estimated Actual  
Expenditures

Planned  
Actions/Services

Actual  
Actions/Services

Budgeted  
Expenditures

Estimated Actual  
Expenditures

PLANNED

1. Continue to hire only highly qualified teachers
2. Work more closely with the local credentialing institutions to ensure pipeline of qualified teachers including attending job fairs and college open house events.
3. Utilize Teach For America as a source of credentialed teachers.
4. Utilize content coaches to help teacher analyze and disaggregate assessment data from end of unit assessments to provide ongoing best practices and interventions.
5. A plan will be made for instructional changes based on the 16-17 SBAC results. The plan will include disaggregated data by FRL, ELs, foster youth, gender and ethnicity.
6. An intervention program embedded with in the middle school master schedule to provide additional instructional support for both Math and ELA.
7. Streamline the Math curriculum in 6-8<sup>th</sup> to vertically align with curriculum in k-5 feeder schools.
8. Professional Development – teachers will receive ongoing differentiated professional development through coaching and early release professional development throughout the school year.
9. Provide support for teachers having greater than 20% students with non-passing grades.
10. Purchase ELA curriculum aligned with CCSS and class sets of novels

1. Yes, we will continue to work closely with Credential Services to monitor teacher's progress towards credentials. Maintain.
2. Yes, we will continue to partner with our Recruitment Team to participate in events that ensure we are interviewing and hiring qualified teachers. Maintain.
3. Yes, we hired two teachers from Teach For America. Maintain.
4. Yes. Maintain.
5. Yes, we made a plan based on the 17-18 SBAC results. The plan informed our intervention needs. Maintain.
6. Yes, however we included high school intervention in the master schedule to provide additional instructional support for both Math and ELA. Maintain with addition of high school.
7. Yes, with region-wide push of Eureka. Maintain.
8. Yes, teachers observed regional professional development opportunities. Maintain.
9. No, we did not specifically provide support for those teachers having greater than 20% however; we did identify and address teachers with greater than 50%. Maintain as greater than 20%.
10. Yes. Maintain
11. Yes. Maintain.
12. Yes. Maintain.
13. Yes, Assistant Principals began to support instruction as of February 2019. Maintain.

We will maintain these Actions and Services

1. Books \$125,000
2. Instructional Coaches (2) \$220,000
3. Assistant Principals (2) \$250,000
1. LCFF
2. LCFF S/C
3. LCFF S/C
1. Books
2. Salaries & Benefits
3. Salaries & Benefits

1. Books \$42,000
2. Software & Digital Services \$107,000
3. Instructional Coaches (2) \$258,000
4. Assistant Principals (2) \$246,000
1. LCFF
2. LCFF
3. LCFF S/C
4. LCFF S/C
1. Books
2. Software & Digital Services
3. Salaries & Benefits
4. Salaries & Benefits

Planned  
Actions/Services

Actual  
Actions/Services

Budgeted  
Expenditures

Estimated Actual  
Expenditures

11. All science materials will be upgraded to NGSS aligned curriculum.
12. Professional Development – Science teachers will be able to attend regional professional development about the NGSS. The training will focus on new science course to reflect the change to NGSS
13. Administrative support via Assistant Principals to streamline support practices and strengthen classroom instruction through a cycle of observation and inquiry.

We will maintain these Actions and Services throughout the 2018-19 school in addition to:

- GE/Special Ed teacher/s will participate in regular data talks to plan for student instruction.
- Special Ed/GE teacher training on how to set up the SBAC platform for Special Ed students
- Students will practice test-taking on the CAASP website, prior to SBAC administration.
- Professional development for GE staff/Special Ed staff around writing IEP accommodations/modifications to connect to areas of disability.

Special Ed staff to complete regular Ed Benefit file reviews to ensure accommodations/modifications tie to specific areas of need.

throughout the 2019-20 school in addition to:

- GE/Special Ed teacher/s will participate in regular data talks to plan for student instruction.
- Special Ed/GE teacher training on how to set up the SBAC platform for Special Ed students
- Students will practice test-taking on the CAASP website, prior to SBAC administration.
- Professional development for GE staff/Special Ed staff around writing IEP accommodations/modifications to connect to areas of disability.

Special Ed staff to complete regular Ed Benefit file reviews to ensure accommodations/modifications tie to specific areas of need.

## 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.

Overall, the instructional actions/services outlined in the LCAP have been implemented with fidelity. Our focus on intervention continues with the addition of high school intervention in the master schedule to provide additional instructional support for both Math and ELA for high school students. Furthermore, as we provide targeted support for students through intervention we need to do a better job of providing support for teachers that have greater than 20% of students with non-passing grades. Our efforts in this space were hampered by administrative and structural changes that resulted in inconsistent support for teachers.

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

Overall, the actions and services to achieve the goal of exceptional instruction through rigorous, CCSS aligned math, ELA, and NGSS science instruction were highly effective. This is evident by the improvement in ELA and Math overall and for each identified subgroup. We believe the actions and services that have most contributed to these measurable outcomes were the intervention programs for middle schools, the use of CCSS aligned curriculum in ELA and Math, and being adaptive and making instructional changes based on the needs of our students according to data.

The one area in which the overall effectiveness of the goal has some opportunity for growth is in the measurable outcome of increasing 10% of students that are "On" or "Above" Proficiency Level. To address this we plan to continue our intervention efforts and more specifically target students that are on the cusp of being proficient.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Software & Digital Services purchase replaced Book purchases.

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.

While no changes were made to the goal, expected outcomes, or metrics, some of the actions and services to achieve this goal have shifted for the 18-19 school year. These can be seen in Goal 1, Action 1, Planned Actions 1, 2, 3, 5, 6, 7, 8, 9, and 13.

These modifications were made to build a stronger instructional environment and maintain growth on the California School Dashboard for ELA and Math.

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

21st Century Learner: Resources that support students in 21st Century Themes, Learning and Innovation Skills, Information, Media and Technology Skills, and Life and Career Skills

State and/or Local Priorities addressed by this goal:

State Priorities: 1,3,4,7,8

Local Priorities: NA

### Annual Measureable Outcomes

Expected

Actual

Maintain 95.327% or higher of 9th graders to return to LHA for the 10th grade	89.4%
Increase graduation rate by 2%	Graduation Rate of 93.4% was maintained with a -0.5% difference from last year.
Maintain 100% of students that graduated from LHA graduate with all A-G courses required for U.C. and/or C.S.U. entrance requirement.	Maintained
Maintain 100% of students that will be required to complete 15 units of college course work as part of their high school graduation requirements. The school will pay for the tuition and books for the college course work.	Maintained
Maintain 100% of students that graduated from LHA graduate with all A-G courses required for U.C. and/or C.S.U. entrance requirement.	Maintained
Increase graduation rate by 2%	Duplicate from above

Expected

Actual

Maintain 0.3% or lower Annual Adjusted Grade 9-12 Dropout Rate

Maintained. Dropout Rate was .02%.

Student devices at 1:1 ratio with an ongoing maintenance and replacement program: maintain at 100%

Maintained

## 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
<p><b>PLANNED</b></p> <ol style="list-style-type: none"> <li>Continue to monitor monthly the % of students receiving non-passing grades and host meetings with students (using Rtl process) to provide supports for students with low GPAs.</li> <li>Used data to monitor student progress to target students below a 2.0 through Rtl process not Dean Position.</li> <li>Ongoing maintenance and replacement for Chromebooks to ensure access to more virtual labs and access to digital curriculum materials.</li> <li>Provide professional development to college counselors and advisors about graduation requirements, including A-G requirements</li> <li>Students are required to take and pass a minimum of 15 college units, and are provided with free college courses.</li> <li>The school will continue to fund and assist with the registration and enrollment process for San Joaquin Delta College and Alliant University.</li> <li>Explore additional partnerships for early</li> </ol>	<ol style="list-style-type: none"> <li>Yes, however we were monitoring using multiple data points to inform our meetings in support of students. Maintain.</li> <li>Yes, however the Student Services Team leads the monitoring of student progress. Maintain.</li> <li>Yes. Maintain.</li> <li>Yes. Maintain.</li> <li>Yes. Maintain.</li> <li>Yes. Maintain.</li> <li>Yes. Maintain.</li> <li>Yes, college trips for grades 9-11 were taken. Maintain with inclusion of grades 6-12.</li> <li>Yes. Maintain.</li> <li>Yes. Maintain.</li> </ol>	<ol style="list-style-type: none"> <li>Computers \$120,000</li> <li>Early College HS Classes \$147,000</li> <li>College Counselors (3) \$300,000</li> <li>College Field Trips \$10,000</li> </ol> <ol style="list-style-type: none"> <li>LCFF</li> <li>LCFF</li> <li>LCFF S/C, Title I</li> <li>LCFF</li> </ol> <ol style="list-style-type: none"> <li>Computers</li> <li>Early College HS Classes</li> <li>Salaries &amp; Benefits</li> <li>Travel</li> </ol>	<ol style="list-style-type: none"> <li>Computers \$89,000</li> <li>Early College HS Classes \$205,000</li> <li>College Counselors (3) \$298,000</li> <li>College Field Trips \$10,000</li> </ol> <ol style="list-style-type: none"> <li>LCFF</li> <li>LCFF</li> <li>LCFF S/C, Title I</li> <li>LCFF</li> </ol> <ol style="list-style-type: none"> <li>Computers</li> <li>Early College HS Classes</li> <li>Salaries &amp; Benefits</li> <li>Travel</li> </ol>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>college partners and create a network of alumni to assist in the visit of campuses.</p> <p>8. Classes take will take visits to college campuses will be done through Advisory and not AVID. We will not be participating in AVID for 18-19. Additionally, this plan will need to be modified to target grades 9-11 for college trips due to overall cost.</p> <p>9. The school will increase expenditures for early college costs such as tuition books and other fees as the high school population increases</p> <p>10. Hire a third counselor to support college and career readiness and individual graduation progress monitoring and support.</p>			

## 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.

Overall, the 21<sup>st</sup> century learner actions/services outlined in the LCAP have been implemented with fidelity. We continue to provide ongoing maintenance and replacement for Chromebooks to ensure access to more virtual labs and access to digital curriculum materials. Additionally, we will continue to employ a third counselor to support college and career readiness and individual graduation progress monitoring and support.

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

Overall, the actions and services to achieve the goal of 21st Century Learner: Resources that support students in 21st Century Themes, Learning and Innovation Skills, Information, Media and Technology Skills, and Life and Career Skills were highly effective.

This is evident by our ability to execute on all planned actions and maintain those actions into next school year. We believe the actions and services that have most contributed to these measurable outcomes were the amazing work of our academic counseling team and the commitment of the administrative team to ensuring that all actions were executed.

The one area in which the overall effectiveness of the goal has some opportunity for growth is in the measurable outcome of increasing our graduation rate by 2%. To address this we plan to continue to employ a third counselor to support college and career readiness and individual graduation progress monitoring and support and continue to monitor monthly the % of students receiving non-passing grades and host meetings with students (using Rtl process) to provide supports for students with low GPAs.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Overall Estimated Actual Expenditures exceeded Budgeted Expenditures.

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

While no changes were made to the goal, expected outcomes, or metrics, some of the actions and services to achieve this goal have shifted for the 18-19 school year. These can be seen in Goal 2, Action 1, Planned Actions 1, 2, and 8.

These modifications were made to build a stronger response to intervention program and maintain our commitment towards College for Certain.

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

An Equitable and Inclusive Climate: Equitable, productive and engaging environments that enlist families as partners and support holistic needs as students.

State and/or Local Priorities addressed by this goal:

State Priorities: 4,7

Local Priorities: NA

## Annual Measureable Outcomes

Expected

Actual

Maintain 95% (or higher) Average Daily Rate of Attendance	Maintained. 95.6% for 18-19
Continue to maintain 100% of students that have access to standards aligned materials as measured by school inventory. Furthermore, admin will monitor school inventory regarding materials to ensure that 100% of students will have access to standards aligned materials.	Site administrators reported that classroom observations found that 100% of students had access to standards aligned materials.
Maintain 100% the school facilities in "Good" Rating	Maintained
Increase 5% of Stakeholder satisfaction with the school.	Our Parent Engagement was 37% favorable according to our 18-19 Family Panorama Survey. This is a 6% decrease from last year.
Maintain 0% of students that were suspended.	8.5% Suspension Rate
Reduce by 2% of students that were suspended.	Suspension Rate increased by 0.9%
Increase by 2% of EL students that are Redesignated FEP	Our RFEP percentage was 11.8% for 18-19. This is a 1.5% decrease from last year.
Maintain 97% (or higher) Average Daily Rate of Attendance	Duplicate from above
Maintain 3.4% or less of students that were chronically absent (Students that missed more than 10% of school days)	7.8% of students chronically absent. 2.8% increase from previous year.
Increase 5% of "Overall Average" of students that are satisfied	Our School Safety was 48% favorable according to our 18-19 Student School Panorama Survey. This is a 6% decrease from last year.
Increase 1% of "Overall Average" of parents/students that are satisfied	Our School Climate was 60% favorable according to our 18-19 Family Panorama Survey. This is a 20% decrease from last year.
ELPAC: Outcome to be determined once baseline data is available.	Summative ELPAC data coming soon.

## 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
<ol style="list-style-type: none"> <li>1. Our Director of Intervention was promoted to Dean of Instruction and then was promoted again to a regional position. We did not backfill the Dean of Instruction position. As result, supports and evaluations for EL students and ELD instruction was dispersed to our Assistant Principal and Instructional Coach.</li> <li>2. Create mentoring groups to support 9<sup>th</sup> graders to struggling with the high school transition utilizing upperclassmen as role models.</li> <li>3. Students and families who miss more than three unexcused absences will receive additional communication and school support.</li> <li>4. Outside contractors hired for Janitorial Services and Landscaping Service to improve quality and frequency of work.</li> <li>5. Assistant Building Manager hired to assist with facilities upkeep and operation.</li> <li>6. Add an additional unit to accommodate the needs of our school</li> <li>7. Families will be notified sooner about truancies.</li> <li>8. Provide rewards and incentives for students with perfect attendance to incentive students with already high attendance.</li> <li>9. Actively seek and engage foster and homeless youth to ensure they have available transportation and ensure that</li> </ol>	<ol style="list-style-type: none"> <li>1. Yes. Maintain with inclusion of Intervention Teacher for EL Students.</li> <li>2. Yes, we have also increased our efforts in this area by partnering with PeerForward, formally known as College Summit, to create Peer Leaders. Maintain.</li> <li>3. Yes. Maintain.</li> <li>4. Yes. Considering whether we should continue contract with Janitorial and Landscaping Services.</li> <li>5. Yes. Maintain.</li> <li>6. Yes. Maintain.</li> <li>7. Yes. Maintain, families will be notified every two weeks.</li> <li>8. Yes. Maintain.</li> <li>9. Yes. Maintain.</li> <li>10. No, we did not include printed materials. Maintain, with inclusion of printed materials.</li> <li>11. Yes. Maintain.</li> <li>12. No, we have not held teacher training for ParentSquare. Maintain.</li> <li>13. No, we did not implement a digital positive behavior system. Maintain, research options for digital positive behavior systems including what can be provided through OnCourse.</li> <li>14. Yes. Maintain.</li> <li>15. Yes. Maintain.</li> <li>16. Yes. Maintain with inclusion focus of</li> </ol>	<ol style="list-style-type: none"> <li>1. Janitorial Services \$60,000</li> <li>2. Landscape Services \$14,000</li> <li>3. Asst Building Manager \$58,000</li> <li>4. Dean of Students \$100,000</li> <li>5. Counselor \$93,000</li> <li>6. Ed Specialists (3) \$240,000</li> </ol> <ol style="list-style-type: none"> <li>1. LCFF</li> <li>2. LCFF</li> <li>3. LCFF</li> <li>4. LCFF</li> <li>5. LCFF S/C</li> <li>6. LCFF S/C</li> </ol> <ol style="list-style-type: none"> <li>1. Facility Contractors</li> <li>2. Facility Contractors</li> <li>3. Salaries &amp; Benefits</li> <li>4. Salaries &amp; Benefits</li> <li>5. Salaries &amp; Benefits</li> <li>6. Salaries &amp; Benefits</li> </ol>	<ol style="list-style-type: none"> <li>1. Janitorial Services \$33,000</li> <li>2. Landscape Services \$19,000</li> <li>3. Asst Building Manager \$60,000</li> <li>4. Dean of Students \$110,000</li> <li>5. Counselors (two) \$176,000</li> <li>6. Ed Specialists (four) \$311,000</li> </ol> <ol style="list-style-type: none"> <li>1. LCFF</li> <li>2. LCFF</li> <li>3. LCFF</li> <li>4. LCFF S/C, Title I</li> <li>5. LCFF S/C, Title I</li> <li>6. SpEd</li> </ol> <ol style="list-style-type: none"> <li>1. Facility Contractors</li> <li>2. Facility Contractors</li> <li>3. Salaries &amp; Benefits</li> <li>4. Salaries &amp; Benefits</li> <li>5. Salaries &amp; Benefits</li> <li>6. Salaries &amp; Benefits</li> </ol>

Planned  
Actions/Services

Actual  
Actions/Services

Budgeted  
Expenditures

Estimated Actual  
Expenditures

<p>transportation is provided if needed. Hired a Social Worker for 18-19 to ensure this plan is implemented.</p> <p>10. School will increase internet and print presence to better communicate with parents the events and accomplishments of the school. Weekly updates are sent to parents and families through ParentSquare app. We also have a new more user-friendly website.</p> <p>11. Utilize a Learning Management System (Schoology) to allow families more immediate information on student grades, work, and information from teachers. Schoology is no longer supported by our Home Office so we will be transitioning to another LMS for 18-19 called Canvas.</p> <p>12. Conduct teacher training on communication and customer service techniques with families.</p> <p>13. Implement positive behavior supports for students. For 18-19 we will implement a digital platform to systemize Positive Behavior Supports.</p> <p>14. Institutionalize restorative practices as a means to prevent suspensions and smaller offenses and incorporate Positive Behavioral Supports (PBIS)</p> <p>15. Integrating Restorative Practice structures both within the classroom and whole school settings practices as a means to prevent suspensions and smaller offenses that could eventually lead to expulsions. (RP)</p> <p>16. Provide ongoing training and supports for all staff with PBIS, PBS, and RP.</p> <p>17. An additional Dean will support all students and teachers with the</p>	<p>PBIS and the training of more staff members. Additionally, training around culturally responsive teaching for staff.</p> <p>17. No, we did not hire a climate and support specialist. Restructuring of support for student culture led to both Assistants Principals leading student culture. Ultimately, Dean of Students Services and Support leads student culture. Dean receives support through coverage. Maintain, with the inclusion of a permanent position to support Dean with student culture.</p> <p>18. Yes. Maintain.</p> <p>19. Yes. Maintain</p> <p>20. No, we hired 1 out of 2 Ed Specialists needed. Maintain, with the inclusion of recently hired Ed Specialist (2 out of 2).</p>		
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Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>implementation of all school-wide and classroom behavior supports. School Support Manager was hired to assist Dean of Students. This person resigned midyear and the position was not backfilled. For 18-19 we will hire a Climate and Support Specialist to assist Dean of Students.</p> <p>18. Conduct interventions with families of students with multiple behavior incidents. Hired a Social Worker for 18-19 to assist with implementation.</p> <p>19. Social emotional counseling for repeat offenders</p> <p>20. Hire 2 additional Ed Specialist to meet the needs of our expanding SPED population. We will continue to hire as the needs for our SPED population rises.</p>			

## 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.

Overall, the equitable and inclusive climate actions/services outlined in the LCAP have been implemented with fidelity. We continue to create mentoring groups to support 9th graders to struggling with the high school transition utilizing upperclassmen as role models. Additionally, we continue to notify families sooner around truanancies and push our frequency of notifications up to every two weeks.

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

Overall, the actions and services to achieve the goal of an Equitable and Inclusive Climate: Equitable, productive and engaging environments that enlist families as partners and support holistic needs as students were effective. This is evident by ability to maintain 95% (or higher) Average Daily Rate of Attendance and create mentoring groups to support 9th graders to struggling with the high school transition utilizing upperclassmen as role models.

The one area in which the overall effectiveness of the goal has some opportunity for growth is in the measurable outcome for chronically absent students. We were at 7.8%, a 2.8% increase from the previous year. To address this we plan to provide additional communication and school support to students and families who have more than three unexcused absences and actively seek and engage foster and homeless youth to ensure they have available transportation and ensure that transportation is provided if needed.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Estimated Actual Expenditures met or exceeded Budgeted Expenditures.

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

While no changes were made to the goal, expected outcomes, or metrics, some of the actions and services to achieve this goal have shifted for the 18-19 school year. These can be seen in Goal 3, Action 1, Planned Actions 1, 2, 4, 7, 10, 12, 13, 16, 17, and 20.

These modifications were made to create a more equitable, inclusive, provide, and engaging environment that enlist families as partners and supports the holistic needs of our students.

# Stakeholder Engagement

LCAP Year: 2018-2019

## 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?

School Site Council Meeting — 2 (April 2019)

English Learner Advisory Council — 2 (April 2019)

Administrative Team Meetings — 1 (April 2019)

Leadership Team Meeting—1 (April 2018)

**Total District Meetings — 6**

Administered Teammate Survey (February 2019)

Administered Panorama Survey to Parents and Students (March 2019)

## Impact on LCAP and Annual Update

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

The top themes that emerged from our stakeholder feedback were:

Parents and staff want to see an improved partnership with ELAC to collaborate on solutions and future direction for EL students — Incorporated into Goal 1, Action 1, Planned Action 5 and Goal 3, Action 1, Planned Action 1.

Parents and staff want focus on the retention and SEL supports for African American students — Incorporated into Goal 3, Action 1, Planned Actions 13, 14, 15, 16, and 19.

Parents and staff want to see EL strategies and curriculum incorporated in the classroom to support EL students — Incorporated into Goal 3, Action 1, Planned Action 1.

Parents and staff want there to be training for culturally responsive teaching to better support our underserved student groups —  
Incorporated into Goal 3, Action 1, Planned Action 16.

# Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged

## Goal 1

#1. Exceptional Instruction: Rigorous, CCSS aligned math, ELA, and NGSS science instruction (to ensure equitable growth towards our 3 year growth targets).

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

State Priorities: 1,3,4,5,6

Local Priorities: NA

### Identified Need:

Inclusive and equitable school climate helps promote positive attendance rates and lowers our suspension and expulsion rates. This also promotes more parent and stakeholder involvement into the success of all students.

### Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<b>All students are taught by appropriately credentialed teachers. 100% of teachers will be highly qualified per Every Student Succeeds Act (ESSA).</b>	16-17 SARC data: 93.3% of teachers fully credentialed.	Increase 6.7% of teachers to be fully credentialed.	Maintain 100% of teachers fully credentialed.	Maintain 100% of teachers fully credentialed.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<b>Increase our math proficiency (to meet our annual growth goal and ensure equitable growth)</b>	15-16 Tableau SBAC Dashboard data: 38% of students are "meeting" or "exceeding" Math SBAC outcomes	Increase 5% of students that "meet" or "exceed" Math SBAC outcomes  (Actual- 32.82% (17.17% Met and 15.65% Exceeded) of students "met" or "exceeded" Math SBAC outcomes in 2017-18 SY)	Increase 5% of students that "meet" or "exceed" Math SBAC outcomes	Increase 5% of students that "meet" or "exceed" Math SBAC outcomes
<b>Increase our ELA proficiency (to meet our annual growth goal and ensure equitable growth)</b>	15-16 Tableau SBAC Dashboard data: 73% of students are "meeting" or "exceeding" ELA SBAC outcomes	Increase 4% of students that "meet" or "exceed" ELA SBAC outcomes  (Actual- 46.29% (31.66% Met and 14.63% Exceeded) of students "met" or "exceeded" ELA SBAC outcomes in 2017-18 SY)	Increase 4% of students that "meet" or "exceed" ELA SBAC outcomes	Increase 4% of students that "meet" or "exceed" ELA SBAC outcomes
<b>Implement the Next Generation Science Standards.</b>	100% Next Generation Science Standards aligned curriculum will be purchased and implemented with 100% fidelity via walkthroughs and classroom observation.	Continue to maintain 100% Next Generation Science Standards aligned curriculum that will be purchased and implemented with 100% fidelity via walkthroughs and classroom observation.	Continue to maintain 100% Next Generation Science Standards aligned curriculum that will be purchased and implemented with 100% fidelity via walkthroughs and classroom observation.	Continue to maintain 100% Next Generation Science Standards aligned curriculum that will be purchased and implemented with 100% fidelity via walkthroughs and classroom observation.
<b>Other internal assessment outcome</b>	15-16 Tableau STAR Dashboard data: 21% of students are "On" or "Above" Proficiency Level.	Increase 10% of students that are "On" or "Above" Proficiency Level.	Increase 10% of students that are "On" or "Above" Proficiency Level.	Increase 10% of students that are "On" or "Above" Proficiency Level.
<b>Outcome for CCSS aligned materials</b>	100% of the students, including all subgroups, have the materials and resources necessary to access the CCSS aligned academic curriculum.	Continue to maintain 100% of the students, including all subgroups, to have the materials and resources necessary to access the CCSS aligned academic curriculum.	Continue to maintain 100% of the students, including all subgroups, to have the materials and resources necessary to access the CCSS aligned academic curriculum.	Continue to maintain 100% of the students, including all subgroups, to have the materials and resources necessary to access the CCSS aligned academic curriculum.
<b>Outcome for access to CCSS for EL students</b>	100% of English Learners will participate in a CCSS aligned ELD program and have access to all elements of the regular curriculum.	Continue to maintain 100% of English Learners to participate in a CCSS aligned ELD program and have access to all elements of the regular curriculum.	Continue to maintain 100% of English Learners to participate in a CCSS aligned ELD program and have access to all elements of the regular curriculum.	Continue to maintain 100% of English Learners to participate in a CCSS aligned ELD program and have access to all elements of the regular curriculum.
<b>SBAC ELA outcome</b>	15-16 Tableau SBAC Dashboard data: 73% of students are "meeting" or "exceeding" ELA	Increase 4% of students that "meet" or "exceed" ELA SBAC outcomes	Discontinue. Same outcome as above	Discontinue. Same outcome as above

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	SBAC outcomes			
<b>SBAC Math outcome</b>	15-16 Tableau SBAC Dashboard data: 38% of students are “meeting” or “exceeding” Math SBAC outcomes	Increase 5% of students that “meet” or “exceed” ELA SBAC outcomes	Discontinue. Same outcome as above	Discontinue. Same outcome as above
<b>CCSS implementation</b>	A CCSS aligned curriculum will be purchased and implemented with 100% fidelity via walkthroughs and classroom observation. Furthermore, admin will observe and monitor all materials, implementation, and district created assessments to ensure that all curriculum and materials are aligned to CCSS.	Continue to maintain 100% CCSS aligned curriculum that was purchased and implemented with 100% fidelity via walkthroughs and classroom observation. Furthermore, admin will observe and monitor all materials, implementation, and district created assessments to ensure that all curriculum and materials are aligned to CCSS.	Continue to maintain 100% CCSS aligned curriculum that was purchased and implemented with 100% fidelity via walkthroughs and classroom observation. Furthermore, admin will observe and monitor all materials, implementation, and district created assessments to ensure that all curriculum and materials are aligned to CCSS.	Continue to maintain 100% CCSS aligned curriculum that was purchased and implemented with 100% fidelity via walkthroughs and classroom observation. Furthermore, admin will observe and monitor all materials, implementation, and district created assessments to ensure that all curriculum and materials are aligned to CCSS.
<b>SCAC ELA Outcome Statewide Assessments SPED Participation</b>	SPED: 97.56% of SPED students participated in the Statewide Assessments (i.e., SBAC ELA Section)	95% or more of SPED students will participate in the Statewide Assessments (i.e., SBAC ELA Section)	Maintain 95% or more of SPED students will participate in the Statewide Assessments (i.e., SBAC ELA Section)	Maintain 95% or more of SPED students will participate in the Statewide Assessments (i.e., SBAC ELA Section)
<b>SCAC ELA Outcome Statewide Assessments SPED Achievement</b>	SPED: 9.76% of SPED students scored 3 or 4 on the Statewide Assessments (i.e., SBAC ELA Section)	13.90% or more of SPED students will score 3 or 4 on the Statewide Assessments (i.e., SBAC ELA Section)	Increase to 14% or more of SPED students will score 3 or 4 on the Statewide Assessments (i.e., SBAC ELA Section)	Increase to 15% or more of SPED students will score 3 or 4 on the Statewide Assessments (i.e., SBAC ELA Section)
<b>SCAC Math Outcome Statewide Assessments SPED Participation</b>	SPED: 97.56% of SPED students participated in the Statewide Assessments (i.e., SBAC Math Section)	95% or more of SPED students will participate in the Statewide Assessments (i.e., SBAC Math Section)	Maintain 95% or more of SPED students will participate in the Statewide Assessments (i.e., SBAC Math Section)	Maintain 95% or more of SPED students will participate in the Statewide Assessments (i.e., SBAC Math Section)

<b>SCAC Math Outcome Statewide Assessments SPED Achievement</b>	SPED: 4.88% of SPED students scored 3 or 4 on the Statewide Assessments (i.e., SBAC Math Section)	12% or more of SPED students will score 3 or 4 on the Statewide Assessments (i.e., SBAC Math Section)	Increase to 13% or more of SPED students will score 3 or 4 on the Statewide Assessments (i.e., SBAC Math Section)	Increase to 14% or more of SPED students will score 3 or 4 on the Statewide Assessments (i.e., SBAC Math Section)
<b>ELA SBAC Distance from Standard (DFS)</b>	2017-2018 All Students: -15.7 English Learners: -70.8 SPED: -125.7 FRL: -35.2 African American: -17.8 Latinx: -26.0 RFEP: -33.7	N/A	Baseline Data	All Students: Green English Learners: Yellow SPED: Yellow FRL: Green African American: Green Latinx: Green RFEP: Green
<b>Math SBAC Distance from Standard (DFS)</b>	2017-2018 All Students: -9.7 English Learners: -92.0 SPED: -28.3 FRL: -71.1 African American: -57.7 Latinx: -64.3 RFEP: -48.6	N/A	Baseline Data	All Students: Green English Learners: Green SPED: Yellow FRL: Green African American: Green Latinx: Green RFEP: Green

## Planned Actions / Services

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

### Action 1

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

**Students to be Served:**

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

**Location(s):**

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

All Students

All Schools

OR

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

**Students to be Served:**

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

NA

**Scope of Services:**

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

NA

**Location(s):**

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

NA

**Actions/Services**

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

New

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

Unchanged

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

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

## 2017-18 Actions/Services

1. Continue to hire only highly qualified teachers
2. Work more closely with the local credentialing institutions to ensure pipeline of qualified teachers including attending job fairs and college open house events.
3. Utilize Teach For America as a source of credentialed teachers.
4. Utilize content coaches to help teacher analyze and disaggregate assessment data from end of unit assessments to provide ongoing best practices and interventions.
5. A plan will be made for instructional changes based on the 16-17 SBAC results. The plan will include disaggregated data by FRL, ELs, foster youth, gender and ethnicity.
6. An intervention program embedded with in the middle school master schedule to provide additional instructional support for both Math and ELA.
7. Streamline the Math curriculum in 6-8<sup>th</sup> to vertically align with curriculum in k-5 feeder schools.
8. Professional Development – teachers will receive ongoing differentiated professional development through coaching and early release professional development throughout the school year.
9. Provide support for teachers having greater than 20% students with non-passing grades.
10. Purchase ELA curriculum aligned with CCSS and class sets of novels
11. All science materials will be upgraded to NGSS aligned curriculum.
12. Professional Development – Science teachers will be able to attend regional professional development about the NGSS. The training will focus on new science course to reflect the change to NGSS
13. Administrative support via Assistant Principals to streamline support practices

## 2018-19 Actions/Services

We will maintain these Actions and Services throughout the 2018-19 school in addition to:

- GE/Special Ed teacher/s will participate in regular data talks to plan for student instruction.
- Special Ed/GE teacher training on how to set up the SBAC platform for Special Ed students
- Students will practice test-taking on the CAASP website, prior to SBAC administration.
- Professional development for GE staff/Special Ed staff around writing IEP accommodations/modifications to connect to areas of disability.

Special Ed staff to complete regular Ed Benefit file reviews to ensure accommodations/modifications tie to specific areas of need.

## 2019-20 Actions/Services

We will maintain these Actions and Services throughout the 2019-20 school in addition to:

- Maintain GE/Special Ed teacher participation in data talks to plan for student instruction.
- Maintain Special Ed/GE teacher training for how to set up the SBAC platform for Special Ed Students
- Maintain students practice of test-taking on the CAASP website, prior to SBAC administration.
- Maintain professional development for GE staff/Special Ed staff around writing IEP accommodations/modifications to connect to areas of disability.

Maintain special ed staff completing regular Ed Benefit file reviews to ensure accommodations/modifications tie to specific areas of need.

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	1. Books \$98,000 2. Instructional Coaches (2) \$200,000 3. Assistant Principals (2) \$ 246,000	1. Books \$125,000 2. Instructional Coaches (2) \$220,000 3. Assistant Principals (2) \$ 250,000	1. Books \$50,000 2. Software & Digital Services \$55,000 3. Instructional Coaches (2) \$225,000 4. Assistant Principals (2) \$257,000
Source	1. LCFF 2. LCFF S/C 3. LCFF S/C	See 20 17-18	1. LCFF 2. LCFF 3. LCFF S/C 4. LCFF S/C
Budget Reference	1. Books 2. Salaries & Benefits 3. Salaries & Benefits	See 2017-18	1. Books 2. Software & Digital Services 3. Salaries & Benefits 4. Salaries & Benefits

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

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

Unchanged
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## Goal 2

21st Century Learner: Resources that support students in 21st Century Themes, Learning and Innovation Skills, Information, Media and Technology Skills, and Life and Career Skills

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

State Priorities: 1,3,4,7,8

Local Priorities: NA

### Identified Need:

Increase student achievement through a rigorously aligned standard based curriculum in order to better prepare all students for college and careers

### Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<b>Maintain consistent retention of 9th grade students at 90%.</b>	15-16 PowerSchool data: 95.327% of 9th graders returned to LHA for the 10th grade	Maintain 95.327% or higher of 9th graders to return to LHA for the 10th grade	Maintain 95.327% or higher of 9th graders to return to LHA for the 10th grade	Maintain 95.327% or higher of 9th graders to return to LHA for the 10th grade
<b>Increase the number of students on track to graduation which includes the A-G requirements met and at least 15 community college credits, goal of at least 90% on track by the end of 10th grade.</b>	15-16 CDE Cohort Outcome Data: 89.7% graduation rate	Increase graduation rate by 2%	Increase graduation rate by 2%	Increase graduation rate by 2%
<b>Maintain percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements,</b>	15-16 CDE 12th Grade Graduates Completing All Courses Required for U.C. and/or C.S.U. Entrance data: 100% of students that graduated from LHA graduated with all A-G	Maintain 100% of students that graduated from LHA graduate with all A-G courses required for U.C. and/or C.S.U. entrance requirement.	Maintain 100% of students that graduated from LHA graduate with all A-G courses required for U.C. and/or C.S.U. entrance requirement.	Maintain 100% of students that graduated from LHA graduate with all A-G courses required for U.C. and/or C.S.U. entrance requirement.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<b>or career technical education until at 90% or higher.</b>	courses required for U.C. and/or C.S.U. entrance requirement			
<b>Outcome for College Readiness</b>	100% of students will be required to complete 15 units of college course work as part of their high school graduation requirements. The school will pay for the tuition and books for the college course work.	Maintain 100% of students that will be required to complete 15 units of college course work as part of their high school graduation requirements. The school will pay for the tuition and books for the college course work.	Maintain 100% of students that will be required to complete 15 units of college course work as part of their high school graduation requirements. The school will pay for the tuition and books for the college course work.	Maintain 100% of students that will be required to complete 15 units of college course work as part of their high school graduation requirements. The school will pay for the tuition and books for the college course work.
<b>Outcome for A-G completion</b>	15-16 CDE 12th Grade Graduates Completing All Courses Required for U.C. and/or C.S.U. Entrance data: 100% of students that graduated from LHA graduated with all A-G courses required for U.C. and/or C.S.U. entrance requirement	Maintain 100% of students that graduated from LHA graduate with all A-G courses required for U.C. and/or C.S.U. entrance requirement.	Maintain 100% of students that graduated from LHA graduate with all A-G courses required for U.C. and/or C.S.U. entrance requirement.	Maintain 100% of students that graduated from LHA graduate with all A-G courses required for U.C. and/or C.S.U. entrance requirement.
<b>Outcome for graduation rates</b>	15-16 CDE Cohort Outcome Data: 89.7% graduation rate	Increase graduation rate by 2%	Increase graduation rate by 2%	Increase graduation rate by 2%
<b>Outcome for dropout rates</b>	15-16 CDE Dropouts by Ethnic Designation by Grade Data: 0.3% Annual Adjusted Grade 9-12 Dropout Rate	Maintain 0.3% or lower Annual Adjusted Grade 9-12 Dropout Rate	Maintain 0.3% or lower Annual Adjusted Grade 9-12 Dropout Rate	Maintain 0.3% or lower Annual Adjusted Grade 9-12 Dropout Rate
<b>Student devices at 1:1 ratio with an ongoing maintenance and replacement program.</b>	By cross-reference of IT Department inventory such that total number of Chromebooks returned is greater than or equal to the total number of students enrolled.	Maintain at 100%	Maintain at 100%	Maintain at 100%
<b>Increase student performance on the SBAC (ELA and Math) for students with disabilities</b>	2019-2020	n/a	n/a	Increased Performance on statewide assessments by 5% for students with disabilities.
<b>Increase student participation on the SBAC (Both ELA and Math) for students with</b>				Student participation in the SBAC will increase to at least 95%

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

## 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 Students

**Location(s):**

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

All Schools

OR

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

**Students to be Served:**

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

NA

**Scope of Services:**

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

NA

**Location(s):**

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

NA

**Actions/Services**

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

New

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

Modified

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

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

1. Continue to monitor monthly the % of students receiving non-passing grades and host meetings with students (using Rtl process) to provide supports for students with low GPAs.
2. Use data to monitor student progress to target students below a 2.0. (Through the position of the Dean)
3. Ongoing maintenance and replacement for Chromebooks to ensure access to more virtual labs and access to digital curriculum materials.
4. Provide professional development to college counselors and advisors about graduation requirements, including A-G requirements
5. Students are required to take and pass a minimum of 15 college units, and are provided with free college courses.
6. The school will continue to fund and assist with the registration and enrollment process for San Joaquin Delta College and Alliant University.
7. Explore additional partnerships for early college partners and create a network of alumni to assist in the visit of campuses.
8. AVID and Advisory classes will take visits to college campuses yearly.
9. The schools will organize two trips to visit college campuses per year
10. The school will increase expenditures for early college costs such as tuition books and other fees as the high school population increases
11. Hire a third counselor to support college and career readiness and individual graduation progress monitoring and support.

1. Maintained
2. Used data to monitor student progress to target students below a 2.0 through Rtl process not Dean position.
3. Maintained
4. Maintained
5. Maintained
6. Maintained
7. Maintained
8. Classes take will take visits to college campuses will be done through Advisory and not AVID. We will not be participating in AVID for 18-19. Additionally, this plan will need to be modified to target grades 9-11 for college trips due to overall cost.
9. This goal will not be removed due to overall cost.
10. Maintained
11. Maintained

We will maintain these Actions and Services throughout the 2019-20 schools:

1. Continue to monitor monthly the % of students receiving non-passing grades and host meetings with students (using Rtl process) to provide supports for students with low GPAs.
2. Use data to monitor student progress to target students below a 2.0. (Through the position of the Dean)
3. Ongoing maintenance and replacement for Chromebooks to ensure access to more virtual labs and access to digital curriculum materials.
4. Provide professional development to college counselors and advisors about graduation requirements, including A-G requirements
5. Students are required to take and pass a minimum of 15 college units, and are provided with free college courses.
6. The school will continue to fund and assist with the registration and enrollment process for San Joaquin Delta College and Alliant University.
7. Explore additional partnerships for early college partners and create a network of alumni to assist in the visit of campuses.
8. AVID and Advisory classes will take visits to college campuses yearly.
9. The schools will organize two trips to visit college campuses per year
10. The school will increase expenditures for early college costs such as tuition books and other fees as the high school population increases
11. Hire a third counselor to support college and career readiness and individual graduation progress monitoring and support.
12. Students with disabilities will participate in the Interim Comprehensive Assessment, so that they are exposed to practice with test-taking skills.
13. LHA will develop a system to provide students with disabilities an opportunity to practice utilizing accommodated test-taking through the CAASPP website.
  - Educational Specialists will develop a schedule

		<p>that allocates time for practice tests for students on their caseload</p> <p>14. All GE staff will receive training related to IEP test-taking accommodations in order to increase staff knowledge and competency around accommodations for statewide assessments.</p> <p>15. IEP teams will proactively discuss testing requirements for students with disabilities during IEP meetings</p> <ul style="list-style-type: none"> <li>Case managers will distribute printed resources highlighting the importance of SBAC for parents.</li> </ul> <p>16. In the event that a student has a medical emergency that prevents a student from participating in the SBAC, IEP teams will utilize the medical waiver process.</p> <p>17. Each GE Teacher will take attendance daily. Testing coordinator will run daily completion reports in TOMs to make sure that all students with disabilities participate and complete testing.</p>
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**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	1. Computers \$140,000 2. Early College HS Classes \$147,000 3. College Counselors (3) \$279,000 4. College Field Trips \$10,000	1. Computers & Software \$120,000 2. Early College HS Classes \$147,000 3. College Counselors (3) \$300,000 4. College Field Trips \$10,000	1. Computers \$100,000 2. Early College HS Classes \$50,000 3. College Counselors (3) \$305,000 4. College Field Trips \$10,000
Source	1. LCFF 2. LCFF 3. LCFF S/C, Title I 4. LCFF	See 2017-18	1. LCFF 2. LCFF 3. LCFF S/C, Title I & III 4. LCFF
Budget Reference	1. Computers & Software 2. Early College HS Classes 3. Salaries & Benefits 4. Travel	See 2017-18	1. Computers 2. Early College HS Classes 3. Salaries & Benefits 4. Travel

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 3

An Equitable and Inclusive Climate: Equitable, productive and engaging environments that enlist families as partners and support holistic needs as students.

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

State Priorities: 4,7

Local Priorities: NA

#### Identified Need:

N/A - This goal does not apply because we are an elementary school.

#### Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<b>Attendance rate of 95% for all subgroups.</b>	15-16 Tableau Average Daily Rate of Attendance Report data shows 95% or above for all subgroups Average Daily Rate	Maintain 95% (or higher) Average Daily Rate of Attendance	Maintain 95% (or higher) Average Daily Rate of Attendance	Maintain 95% (or higher) Average Daily Rate of Attendance
<b>100% of students will have access to standards aligned materials as measured by school inventory</b>	100% of students will have access to standards aligned materials as measured by school inventory. Furthermore, admin will monitor school inventory regarding materials to ensure that 100% of students will have	Continue to maintain 100% of students that have access to standards aligned materials as measured by school inventory. Furthermore, admin will monitor school inventory regarding materials to ensure that 100% of	Continue to maintain 100% of students that have access to standards aligned materials as measured by school inventory. Furthermore, admin will monitor school inventory regarding materials to ensure that 100% of	Continue to maintain 100% of students that have access to standards aligned materials as measured by school inventory. Furthermore, admin will monitor school inventory regarding materials to ensure that 100% of

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	access to standards aligned materials.	students will have access to standards aligned materials.	students will have access to standards aligned materials.	students will have access to standards aligned materials.
<b>100% of school facilities will be maintained and in good repair as measured by our facilities department- Preventative maintenance schedules will be put into place and conducted as required.</b>	15-16 SARC data: 100% of the school facilities are in "Good" Rating	Maintain 100% the school facilities in "Good" Rating	Maintain 100% the school facilities in "Good" Rating	Maintain 100% the school facilities in "Good" Rating
<b>90% of stakeholders will state that they are satisfied or very satisfied with their experience at the Charter School via the "Stakeholders Survey" distributed annually</b>	16-17 "Stakeholders Survey" data: 70% of Stakeholder are satisfied with the school.	Increase 5% of Stakeholder satisfaction with the school.	Increase 5% of Stakeholder satisfaction with the school.	Increase 5% of Stakeholder satisfaction with the school.
<b>ELS will show annual growth on the CELDT, as defined by Title III AMAO I.</b>	15-16 Tableau CELDT Reports School/Regional Growth data: 32% of EL students met their annual growth goal	Increase 5% of EL students to meet their annual growth goal	Discontinued	Discontinued
<b>Decrease the number of students expelled each year.</b>	15--16 SARC data: 0% of students were expelled	Maintain 0% of students that were suspended.	Maintain 0% of students that were suspended.	Maintain 0% of students that were suspended.
<b>Decrease the number of students suspended overall and in subcategories.</b>	15-16 Tableau Suspension Rate Dashboard data: 8% of students were suspended	Reduce by 2% of students that were suspended.	Reduce by 2% of students that were suspended.	Reduce by 2% of students that were suspended.
<b>Outcome for CELDT scores</b>	15-16 Tableau CELDT Reports School/Regional Growth data: 32% of EL students met their annual growth goal	Increase 5% of EL students to meet their annual growth goal	Discontinued	Discontinued
<b>Outcome for Reclassification rates for EL students</b>	16-17 Annual Reclassification (RFEP) Counts and Rates: 10.9% of EL students were	Increase by 2% of EL students that are Redesignated FEP	Increase by 2% of EL students that are Redesignated FEP	Increase by 2% of EL students that are Redesignated FEP

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Redesignated FEP			
<b>Outcome for attendance rates</b>	15-16 Tableau Average Daily Rate of Attendance Report data – 96.49% Average Daily Rate	Increase 1% of Average Daily Rate of Attendance	Maintain 97% (or higher) Average Daily Rate of Attendance	Maintain 97% (or higher) Average Daily Rate of Attendance
<b>Outcome for chronic absenteeism (Students that missed more than 10% of school days)</b>	15-16 Tableau Chronic Absenteeism Report data: 4.4% of students were chronically absent (Students that missed more than 10% of school days)	Reduce by 1% of students that were chronically absent (Students that missed more than 10% of school days)	Maintain 3.4% or less of students that were chronically absent (Students that missed more than 10% of school days)	Maintain 3.4% or less of students that were chronically absent (Students that missed more than 10% of school days)
<b>Outcomes for how the school promotes student participation</b>	Panorama Ed Spring 2017 Student Classroom Survey data: 80% of "Overall Average" of students are satisfied	Increase 5% of "Overall Average" of students that are satisfied	Increase 5% of "Overall Average" of students that are satisfied	Increase 5% of "Overall Average" of students that are satisfied
<b>Outcome for safety measure using the parent/student climate surveys</b>	Panorama Ed Spring 2017 Family Survey (Secondary) data: 93.7% of "Overall Average" of parents/students are satisfied	Increase 1% of "Overall Average" of parents/students that are satisfied	Increase 1% of "Overall Average" of parents/students that are satisfied	Increase 1% of "Overall Average" of parents/students that are satisfied
<b>ELPAC</b>	Baseline data coming summer 2018	Baseline year	Outcome to be determined once baseline data is available.	Outcome to be determined once baseline data is available.

## 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 Students

#### Location(s):

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

All Schools

OR

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

<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)
NA	NA	NA

<b>Actions/Services</b> 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	Modified	Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

## 2017-18 Actions/Services

1. A Director of Intervention will be maintained. They will have expertise in EL and ELD instruction to provide more supports for student during the daytime, after school and to support teachers in ELD best practices. This director will evaluate the progress of RFEP and EL students as compared to the general school population.
2. Create mentoring groups to support 9th graders struggling with the HS transition utilizing upper classmen as role models.
3. Students and families who miss more than three unexcused absences will receive additional communication and school support.
4. Outside contractors hired for Janitorial Services and Landscaping Service to improve quality and frequency of work.
5. Assistant Building Manager hired to assist with facilities upkeep and operation.
6. Add an additional unit to accommodate the needs of our school
7. Families will be notified sooner about truanancies.
8. Provide rewards and incentives for students with perfect attendance to incentivize students with already high attendance.
9. Actively seek and engage foster and homeless youth to ensure they have available transportation and ensure that transportation is provided if needed.
10. School will increase internet, and print presence to better communicate with parents the events and accomplishments of the school.
11. Utilize a Learning Management System (LMS) (Schoolology) to allow families more immediate information on student grades, work and information from teachers.
12. Conduct teacher training on communication and customer service techniques with families.

## 2018-19 Actions/Services

1. Our Director of Intervention was promoted to Dean of Instruction and then was promoted again to a regional position. We did not backfill the Dean of Instruction position. As result, supports and evaluations for EL students and ELD instruction was dispersed to our Assistant Principal and Instructional Coach.
2. Maintained. We have also increased our efforts in this area by partnering with PeerForward, formally known as College Summit, to create Peer Leaders.
3. Maintained
4. Maintained
5. Maintained
6. Maintained
7. Maintained
8. Students were not rewarded and incentivized for attendance this year due to oversight. We plan to implement rewards and incentives for attendance next year.
9. Maintained. Hired a Social Worker for 18-19 to ensure this plan is implemented.
10. Maintained. Weekly updates are sent to parents and families through ParentSquare app. We also have a new more user-friendly website.
11. Maintained. Schoology is no longer supported by our Home Office so we will be transitioning to another LMS for 18-19 called Canvas.
12. Maintained
13. Unfortunately, this was implemented consistently. For 18-19 we will implement a digital platform to systemize Positive Behavior Supports.
14. Maintained

## 2019-20 Actions/Services

We will maintain these Actions and Services throughout the 2019-20 school year.

1. A Director of Intervention will be maintained. They will have expertise in EL and ELD instruction to provide more supports for student during the daytime, after school and to support teachers in ELD best practices. This director will evaluate the progress of RFEP and EL students as compared to the general school population.
2. Create mentoring groups to support 9th graders struggling with the HS transition utilizing upper classmen as role models.
3. Students and families who miss more than three unexcused absences will receive additional communication and school support.
4. Outside contractors hired for Janitorial Services and Landscaping Service to improve quality and frequency of work.
5. Assistant Building Manager hired to assist with facilities upkeep and operation.
6. Add an additional unit to accommodate the needs of our school
7. Families will be notified sooner about truanancies.
8. Provide rewards and incentives for students with perfect attendance to incentivize students with already high attendance.
9. Actively seek and engage foster and homeless youth to ensure they have available transportation and ensure that transportation is provided if needed.
10. School will increase internet, and print presence to better communicate with parents the events and accomplishments of the school.
11. Utilize a Learning Management System (LMS) (Schoolology) to allow families more

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	<ol style="list-style-type: none"> <li>1. Director of Intervention \$96,000</li> <li>2. Janitorial Services \$60,000</li> <li>3. Landscape Services \$14,000</li> <li>4. Asst Building Manager \$58,000</li> <li>5. Dean of Students \$100,000</li> <li>6. Counselor \$93,000</li> <li>7. Ed Specialists (2) \$136,000</li> </ol>	<ol style="list-style-type: none"> <li>2. Janitorial Services \$60,000</li> <li>3. Landscape Services \$14,000</li> <li>4. Asst Building Manager \$58,000</li> <li>5. Dean of Students \$100,000</li> <li>6. Counselor \$93,000</li> <li>7. Ed Specialists (3) \$240,000</li> </ol>	<ol style="list-style-type: none"> <li>1. Janitorial Services \$60,000</li> <li>2. Landscape Services \$9,000</li> <li>3. Asst Building Manager \$45,000</li> <li>4. Dean of Students \$110,000</li> <li>5. Counselors (two) \$180,000</li> <li>6. Ed Specialists (four) \$300,000</li> </ol>
Source	<ol style="list-style-type: none"> <li>1. LCFF S/C, Title III</li> <li>2. LCFF</li> <li>3. LCFF</li> <li>4. LCFF</li> <li>5. LCFF S/C</li> <li>6. LCFF S/C</li> <li>7. LCFF</li> </ol>	See 2017-18	<ol style="list-style-type: none"> <li>1. LCFF</li> <li>2. LCFF</li> <li>3. LCFF</li> <li>4. LCFF S/C, Title I</li> <li>5. LCFF S/C, Title I</li> <li>6. SpEd</li> </ol>
Budget Reference	<ol style="list-style-type: none"> <li>1. Salaries &amp; Benefits</li> <li>2. Facility Contractors</li> <li>3. Facility Contractors</li> <li>4. Salaries &amp; Benefits</li> <li>5. Salaries &amp; Benefits</li> <li>6. Salaries &amp; Benefits</li> <li>7. Salaries &amp; Benefits</li> </ol>	See 2017-18	<ol style="list-style-type: none"> <li>1. Facility Contractors</li> <li>2. Facility Contractors</li> <li>3. Salaries &amp; Benefits</li> <li>4. Salaries &amp; Benefits</li> <li>5. Salaries &amp; Benefits</li> <li>6. Salaries &amp; Benefits</li> </ol>

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-2020**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$1,546,061

24%

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).

In the 2019-2020 school year, \$1,546,061 of the school's LCFF revenues are derived from the supplemental and concentration grants. These funds will be expended in a school-wide manner because the school's unduplicated pupil count as a percent of enrollment exceeds the 40 percent threshold required to expend funds school-wide. These funds are supporting a dean of students, two assistant principals, two on-site teacher instructional coaches, four education specialists, three college academic counselors, two social / emotional counselors, technology, instructional materials, books, and other supports that meet the needs of these students.

The minimum proportionality percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils is 24%. This proportionality percentage will be met through a combination of targeting the increased LCFF funds towards supports that disproportionately target unduplicated pupils and through improving the effectiveness of the intervention support already provided.

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2017-2018**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$ 1,315,827

22%

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).

In the 2017-2018 school year, \$1,315,827 of the school's LCFF revenues are derived from the supplemental and concentration grants. These funds will be expended in a school-wide manner because the school's unduplicated pupil count as a percent of enrollment exceeds the 40 percent threshold required to expend funds school-wide. These funds are supporting a dean of students, two assistant principals, two on-site teacher instructional coaches, director of intervention services, instructional assistants, college counseling support, social/emotional counseling support, technology, instructional materials, books, and other supports that meet the needs of these students.

The minimum proportionality percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils is 22%. This proportionality percentage will be met through a combination of targeting the increased

LCFF funds towards supports that disproportionately target unduplicated pupils and through improving the effectiveness of the intervention support already provided.

## Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-2019**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$1,511,000

24.1%

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).

In the 2018-2019 school year, \$1,511,000 of the school's LCFF revenues are derived from the supplemental and concentration grants. These funds will be expended in a school-wide manner because the school's unduplicated pupil count as a percent of enrollment exceeds the 40 percent threshold required to expend funds school-wide. These funds are supporting a dean of students, two assistant principals, two on-site teacher instructional coaches, education specialists, instructional assistants, college counseling support, social/emotional counseling support, technology, instructional materials, books, and other supports that meet the needs of these students.

The minimum proportionality percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils is 24.1%. This proportionality percentage will be met through a combination of targeting the increased LCFF funds towards supports that disproportionately target unduplicated pupils and through improving the effectiveness of the intervention support already provided



# 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/fq/ac/sal/>). (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?