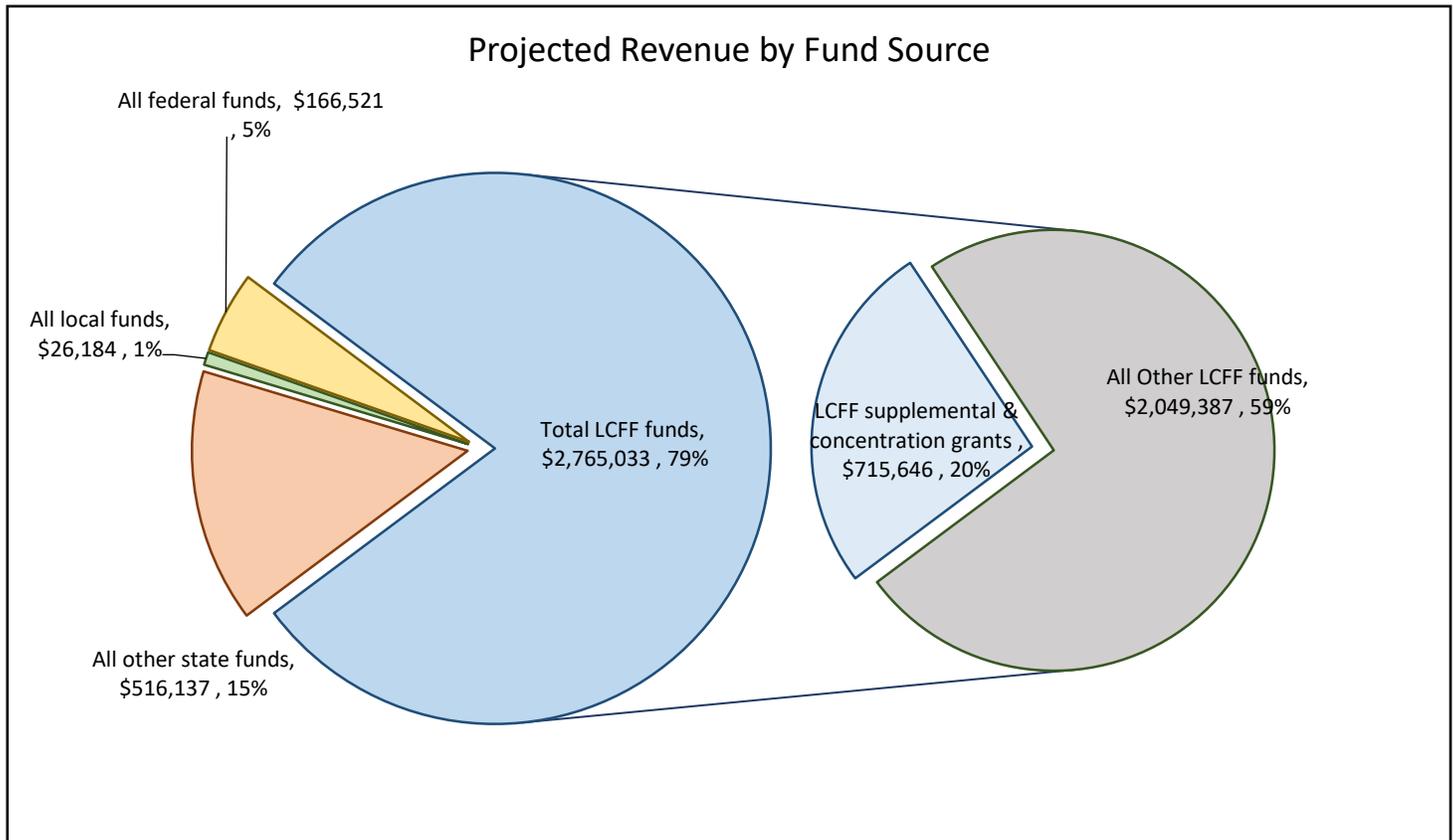


LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Dr. Lewis Dolphin Stallworth Sr. Charter School
CDS Code: 39-68676-0117853
Local Control and Accountability Plan (LCAP) Year: 2019-2020
LEA contact information: Gayle Stallworth

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

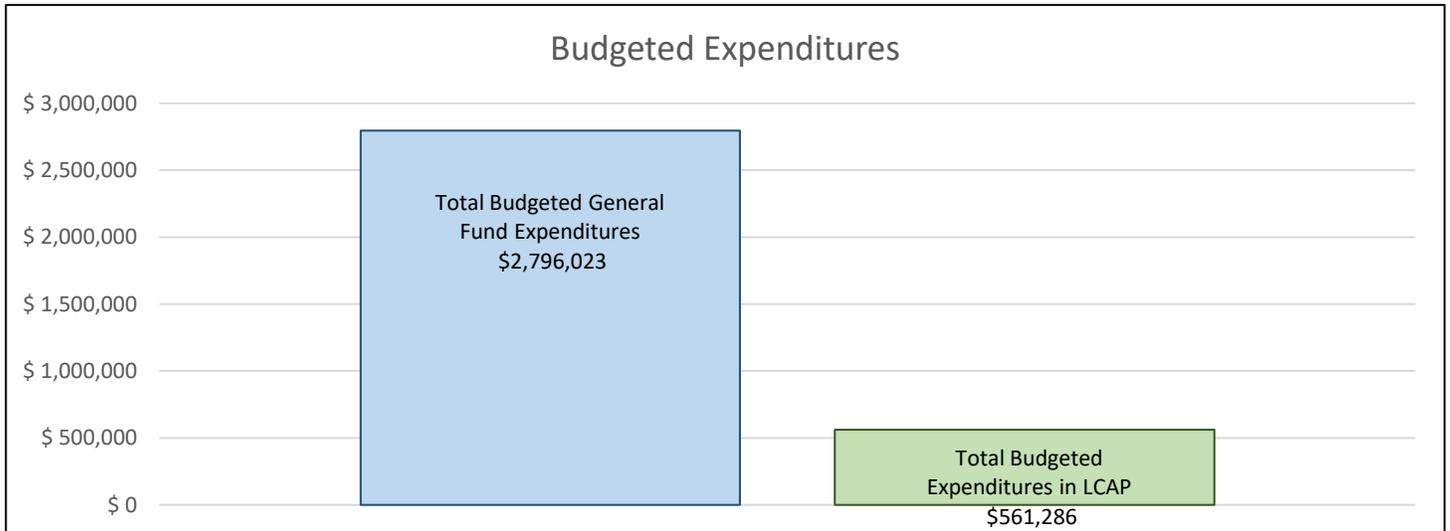


This chart shows the total general purpose revenue Dr. Lewis Dolphin Stallworth Sr. Charter School expects to receive in the coming year from all sources.

The total revenue projected for Dr. Lewis Dolphin Stallworth Sr. Charter School is \$3,473,875.00, of which \$2,765,033.00 is Local Control Funding Formula (LCFF), \$516,137.00 is other state funds, \$26,184.00 is local funds, and \$166,521.00 is federal funds. Of the \$2,765,033.00 in LCFF Funds, \$715,646.00 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 Dr. Lewis Dolphin Stallworth Sr. Charter School plans to spend for 2019-2020. It shows how much of the total is tied to planned actions and services in the LCAP.

Dr. Lewis Dolphin Stallworth Sr. Charter School plans to spend \$2,796,023.00 for the 2019-2020 school year. Of that amount, \$561,286.00 is tied to actions/services in the LCAP and \$2,234,737.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The LEA purchased chromebooks for each classroom. Each class has 10 Chromebooks and the LEA is working toward the goal of purchasing a chromebook for each student. The LEA has used general funds to purchase chromebooks for EL students and a smart board utilized for teaching ELD standards and EL student curriculum, iLit. The LEA purchased cafeteria equipment to provide meals for the students as a new providers of the National School Lunch Program. The LEA has beautified its building with paint, new flooring in some of the classrooms, hallways and the gymnasium.

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

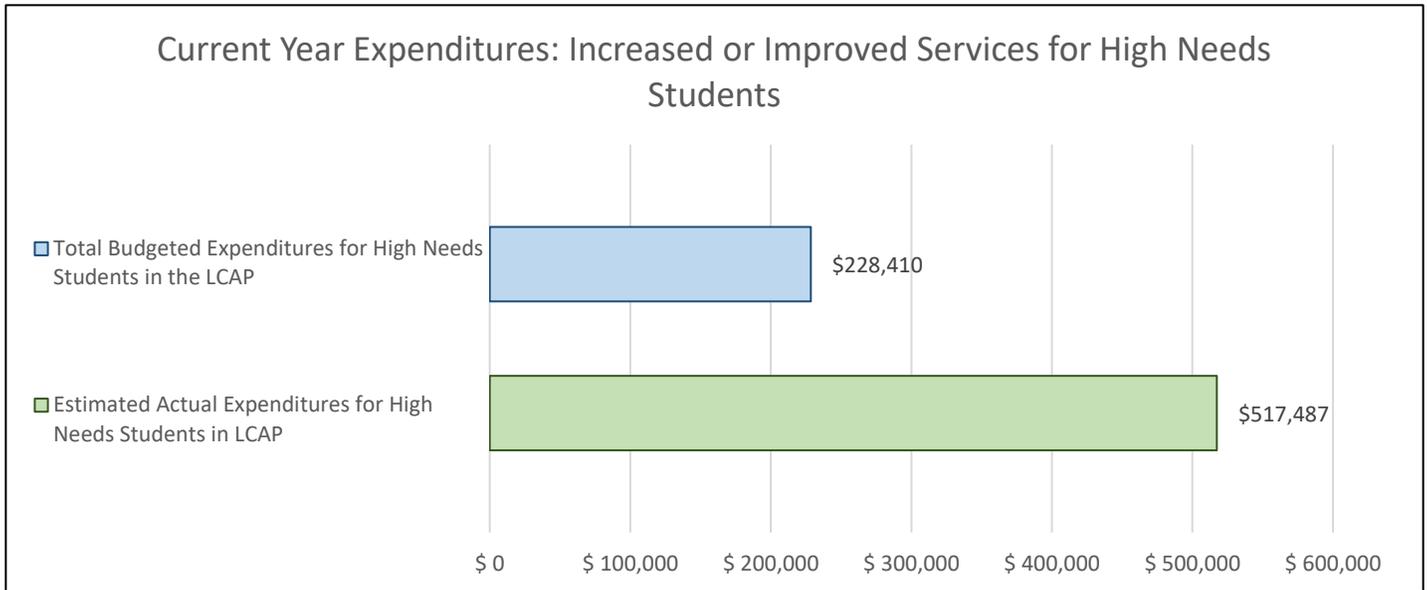
LCFF Budget Overview for Parents

In 2019-2020, Dr. Lewis Dolphin Stallworth Sr. Charter School is projecting it will receive \$715,646.00 based on the enrollment of foster youth, English learner, and low-income students. Dr. Lewis Dolphin Stallworth Sr. Charter School must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Dr. Lewis Dolphin Stallworth Sr. Charter School plans to spend \$317,067.00 on actions to meet this requirement. The additional improved services described in the LCAP include the following:

The LEA's projected revenue of LCFF were not all listed in the LCAP, but to meet the LEA's goal to improve services, the LCFF funds were used to: support unduplicated students (EL Students, Socio-economic disadvantage students, foster and homeless, and SPED students). The LEA employed instructional aids to support students with following the direct instructions of their teachers in core subject curriculum. The LEA provided support to EL students through a bilingual certificated B-CLAD teacher and a bilingual EL instructional aid. The EL students are provided 45 minutes of support to increase their ELA and math proficiency. The foster and homeless are provided transportation support to ensure a means of attending school. Students struggling with social-emotional problems are supported by the school psychologist and the behavioral support coach. The LEA has a pro-social aid that provides character support daily, and positive behavior intervention rewards weekly. These supports are embedded in the school culture and were not included in the LCAP as one of the goals, but the supports are funded with LCFF funds. Special Education students receive support through the Resource Specialist, Speech Therapist, and the Special Education Instructional Aid, along with counseling services from the School Psychologist. The LEA utilizes two online tutoring programs to support mastery in English Language Arts and Mathematics, and additional online programs that provide supplementary targeted support to reinforce core standards. The LEA provides a multi-tiered intervention support, to support the behaviors of the students in order to decrease suspension and increase attendance for student accessibility to core curriculum.

LCFF Budget Overview for Parents

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



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

In 2018-2019, Dr. Lewis Dolphin Stallworth Sr. Charter School's LCAP budgeted \$228,410.00 for planned actions to increase or improve services for high needs students. Dr. Lewis Dolphin Stallworth Sr. Charter School estimates that it will actually spend \$517,487.00 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)

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

| LEA Name | Contact Name and Title | Email and Phone |
|-----------------------------------------------------------|--------------------------------------------|-----------------------------------------------------|
| Dr. Lewis Dolphin Stallworth Sr. Charter Schools, Inc. | Ms. Gayle Stallworth Executive Director | gstallworth@stallworthcharter.org (209) 948-4511 |

2017-20 Plan Summary

The Story

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

The late Dr. Lewis D. Stallworth, Sr. was an educator, psychologist, Bishop, father, and mentor to many in whom he inculcated the importance of a good education. Dr. Stallworth's siblings were also educated citizens and many of them chose teaching as a profession in a K-12 setting and as university professors in Texas and Oklahoma City. This passion for academics inspired Dr. Stallworth to teach in Stockton Unified School District and found a faith-based school that operated for more than 30 years, serving both tuition-paying and sponsored students.

As an educator, Dr. Stallworth found his niche and drew students from Stockton's socially and economically challenged Eastside to attend school under his slogan: "From Recreation to Education." He held Friday Night Basketball tournaments and hired coaches to host basketball camps in the school gymnasium. Before and after those events, he would talk to the young men about their experience and performance in school, and offer words of encouragement. Dr. Stallworth often sponsored uniforms, transportation, food, and lodging for basketball tournaments. He would do whatever it took to get as many young men as possible off the streets and into school.

While serving the community through his private faith-based school, Dr. Stallworth saw a greater need in the community and was inspired to help even more students. Through research and consultation, he came to understand that he could help more students by creating a public charter school. Between November 2007 and April 2008, Dr. Stallworth worked to continue his dream of helping all students - boys and girls, advantaged or otherwise. Dr. Stallworth did not live to see his dream come to true, but he had faith in the administrative staff he chose to lead his project. Dr. Stallworth passed on April 10, 2008 and the school's charter was approved by unanimous vote in June 2008.

Dr. Lewis Dolphin Stallworth Sr. Charter Schools, Inc. (Stallworth Charter) is located in an economically disadvantaged community in the southeast side of Stockton, CA. The community is situated in the middle of California's Great Central Valley and, as such, its economy is heavily based in agriculture. Stockton is an urban outpost suffering from extreme rates of illiteracy and

homelessness. Stallworth Charter serves a population of at-risk students from different cultural and ethnic backgrounds, difficult economic conditions, and unstable academic circumstances. Our mission is to expose these students to opportunities they may not be familiar with, due to their current circumstances, and inspire them to strive for greatness.

The majority of Stallworth students come from single-parent families or foster care. Student mobility is 30% or higher, with a high rate of residence changes, absenteeism, and transfers in and out of the school throughout an academic year. It is not uncommon for students to move away and transfer to another school, only to come back several months later and re-enroll. More than 9% of the student population is homeless or transient as of the 2016-17 school year. Some of our students reside in shelters or temporary housing. As a result, 32% of our student population suffers from chronic absenteeism.

The student population is racially diverse: 52% Hispanic, 32% African American, 10% mixed race, 1% Native American, 4% Caucasian, and 1% Asian or Pacific Islander. Approximately 33% of the student population are English Language Learners, with 8% of these students reclassified as English Proficient based on recent CELDT scores. Students with Individual Educational Plans (IEP) make up 9% of the student population.

The vision of the school is to foster unity, honor, interdependence, and encourage a sense of purpose while striving toward academic excellence as illustrated by our school slogans/mottos: "Academic Excellence Is Our Ultimate goal (AEIOU)" and "Preparing All Students for Success (PASS), Every student, every day." This vision extends to our After-School Program (ASP), which has the highest enrollment in the county. 90% of our students attend the ASP every afternoon. They receive assistance with their homework, have access to library resources, and participate in instructor-run clubs. Students in ASP can play on the basketball team in our full-sized gymnasium, analyze literature in our Book Club, or perform songs and dance routines with our Glee Club. Students in grades 3-8 are encouraged to participate in student government, with elections held in the first quarter of the school year. Young men in grades 5 through 8 can join our Elite Gentlemen's Club and our young women participate in the Diamond Girls Clubs to build self-worth and esteem through service and mentoring. The University of the Pacific's Community Involvement Program (CIP) provides a very popular weekly tutoring session for the middle school grades entitled, Chase Your Dream Mentor Program, exposing them to their campus programs and transporting them to other educational locales. The most popular of our ASP activities is our chess team; the team often sweeps local competitions and is the pride of our school. All of these programs serve to keep our students in a safe and positive environment, encouraging a culture of participation and school unity.

LCAP Highlights

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

Dr. Lewis D. Stallworth Charter School seeks to address the needs of the community and meet the academic and social needs of the students. The school offers a high-quality education for both primary and middle grade students, with instructional activities that are designed to encourage and challenge all students to achieve beyond their grade level.

The key features of this year's Stallworth Charter School has increased working with stakeholders in developing the LCAP by partnering with other agencies that provide services for students, teachers and parents. The services provided by other agencies have contributed to the personal, social and emotional needs of the parents, students and faculty. Stallworth Charter School has on-going parent interaction through children recognition assemblies, parent-teacher conferences and parent-teacher organization in which parents, students, teachers and other stakeholders provide feedback for student improvement as listed for student achievement.

Stallworth Charter has a higher learning quality of education for all primary and middle grade students to build a more cohesive professional learning community with a resultant decline in truancy and discipline. There is a Pro-social program embedded in the school schedule to strengthen the student's social-emotional and behavioral skills. During after school, there are various activities to continue to build up each student to continue to be successful in their classrooms. The afterschool program activities include: Dance club, glee club, tutoring, and book club. There are self-esteem clubs such as the Diamond club, this club helps to work on grade level fifth through eighth grade girl's self-worth. The Elite gentlemen mentoring boys also work on building self-esteem and worth to fifth through eighth grade. Sports activities include: Chess, football and basketball. All of the afterschool activities resources are supported by the After-School and Safety Grant.

Overall, all students have had the opportunity to meet challenges in accordance with their abilities and to achieve success.

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

Stallworth Charter School has hired additional academic staff to provide instructional and behavioral support. These include a school psychologist, a behavioral specialist, a reading specialist, several bilingual aides, and Pro-Social instructors. Each class was assigned a paraprofessional to aid teachers in classroom management and instruction.

The Spring 2017 MAP (Measure of Academic Progress) scores indicate a 10% school-wide growth in reading comprehension and language skills. This progress will continue into the current year, by retaining most of the staff involved in producing this growth and following up with increased professional development opportunities for staff in the 2017-18 school year.

Stallworth Charter has extra-curricular activities that support the academic mission of the school, foster self-worth in the students, and develop essential relationships between staff, students, and parents. The Chess Club, the Diamond Girls, the Elite Gentlemen's Club, and Glee Club offer students an opportunity to build leadership and cooperation skills in a structured academic environment. The After-School Program (ASP) at Stallworth Charter is the most highly attended program in San Joaquin County and it serves to support the academic goals of the school itself. Most of our students attend the ASP and receive assistance with homework therein. ASP staff is included in much of the professional development and planning that school staff is required to complete, increasing their professional competency and creating continuity between the ASP and the school itself.

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

According to the results on MAP performance exams, Stallworth Charter School testing results in 2016-2017 have increased overall. Stallworth Charter will continue to emphasize addressing all academic variables required to prepare all students for success. The LCAP describes how we will focus existing programs, increase services, and develop partnerships to meet the needs and deliver on the promise of “every student every day” for every child in Stallworth Charter School.

The following steps will be taken to address the greatest needs for improvement:

1. Staff and administration will receive professional development training to analyze MAP data reports, in order to identify areas of strength and weaknesses, and to provide academic instructions that bridge learning gaps.
2. Opportunities and Success for English Learners: All English Learners will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
3. Academic Success for All Students: All students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
4. Educator Effectiveness: All students will be taught by highly qualified teachers.
5. Parents as Educational Partners: Develop a coordinated plan to engage, educate, and involve parents as partners through the community and family engagement office.
6. Productive Learning Environments: All students will be educated in learning environments that are safe, drug free, and conducive to learning with a focus on reducing suspension.

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

One of the major performance gaps present at Stallworth Charter is our high level of absenteeism. Out of our entire student population, 25% of students missed 10-20% of their school year and another 7% missed more than 20%. This has a significant impact on the culture of our school as well as student performance. To reign in these numbers, the LEA intends on utilizing a Homeless Liaison to increase communication between the school and the transient families at our school. Increased communication between these two parties can alleviate unnecessary absences by addressing issues related to transportation and access to services.

Another performance gap present at Stallworth Charter school is academic achievement for all students, including our significant population of English language learners. While the 2016-17 school year showed an increase of 10% in ELA scores school wide, the increase was much smaller in the ELL population and was not reflected in the Math scores. In an effort to increase academic performance for all students in all subjects, the LEA has invested in professional development opportunities for all instructional staff (teachers, paraprofessionals, and support staff included) on curriculum implementation, data driven differentiation, and ELL teaching strategies. The LEA has invested in a supplemental program, iLit, to expose ELLs to grade-level literature that can be translated to their native language and avoid gaps in analysis and comprehension proficiencies while

they develop English language skills. Paraprofessionals have been hired to assist in all classes and help instructors tend to the needs of all students.

The final performance gap that the LEA is focusing on closing is the high level of suspensions present at Stallworth Charter. One way the behaviors leading to suspension are being addressed is by implementing a Pro Social curriculum in grades K-8. This program promotes positive social and emotional learning in age-appropriate bands. We are continuing to improve and expand our Positive Behavioral Interventions and Supports (PBIS). We are reintroducing a Check In, Check Out program to attend to the chronic behavior problems and providing several staff development opportunities related to understanding and managing challenging behaviors.

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.

[Add text here]

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.

[Add text here]

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.

[Add text here]

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 1

All students will be taught by Highly Qualified teachers for full implementation of academic content and performance state standards.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 5, 6, 7, 8

Local Priorities: [Add Local Priorities Here]

Annual Measurable Outcomes

| Expected | Actual |
|-------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Full compliance with State Standards | Full compliance with State Standards: We have increased the number and breadth of staff development opportunities focusing on the state standards including ELD standards. Instructors have developed quarterly benchmarks aligned to the standards and the curriculum. OUTCOME MET |
| Improved proficiency in Reading and Mathematics | Improved proficiency in Reading and Mathematics: An additional week of professional development related to implementing the curriculum and available technologies with fidelity before the beginning of the school year is scheduled. OUTCOME MET |
| Promotion of a positive school climate | Improved parental involvement in decision making: We are expanding efforts to involve parents and reintroduce the Parent-Teacher Organization. OUTCOME MET Promotion of a positive school climate: We have implemented a Pro Social curriculum across all grades to support social and emotional learning to improve the school's culture. We continue |

| Expected | Actual |
|------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | to utilize Positive Behavioral Interventions and Supports (PBIS) to address problematic behaviors. OUTCOME MET |
| Increased access to technology | Increased access to technology: Our computer lab has been upgraded to newer desktops and each classroom has several computers. OUTCOME MET |
| Provide a Supplementary Educational Services (SES) program | Provide a Supplementary Educational Services (SES) program: We have adopted Achieve 3000/Smarty Antz, Wowzers, and Flocabulary programs to supplement the classroom lessons. OUTCOME MET |
| Provide a Transitional Kindergarten | Provide a Transitional Kindergarten: We have successfully launched a Transitional Kindergarten class. OUTCOME MET |

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 |
|-----------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-------------------------------|
| Increase the number and breadth of Staff Development opportunities to improve competency with state standards and ELD strategies. | <p>Staff recieved instruction on the following subjects:</p> <ul style="list-style-type: none"> Curriculum implementation and differentiation using Reading Street, Envision Math 2.0, My Perspectives, and iLit (at the beginning of the school year and throughout the 2017-18 school year) How to interpret, analyze, and differentiate based on the data collected by Measures for Academic Success (MAP) | \$70,000 | \$32345.00 |

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|-----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|----------------------------------|
| | <ul style="list-style-type: none"> • Developing a continuous improvement framework based on strong pedagogical foundation • Understanding and managing challenging behaviors and how to build a behavior action plan to address the emotional and social learning needs of the students • Training on using the Pro Wise Interactive Boards and other technology tools in the classroom • Utilizing the student information system and parent portal in PowerSchool • Changes and implications of the CAASPP standardized tests and Next Generation Science Standards exams • Understanding and designing instruction based on California's ELD standards • Administering, scoring, and interpreting the scores of the CELDT exam <p>An additional week of preparation before the beginning of the school year</p> | | |

Action 2

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|----------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|----------------------------------|
| Provide a Supplementary Educational Services (SES) program to support classroom instruction. | <ul style="list-style-type: none"> • We have purchased and planned trainings on iLit (a program providing access to literature in the student's native language) | \$10,000 | \$12,700 |

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-------------------------------|
| | <ul style="list-style-type: none"> We have implemented the computer-based tutorial program Success Maker to improve ELA and Math foundational skills We have purchased a license to Flocabulary to provide audio & visual support for the curriculum | | |

Action 3

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-------------------------------|
| Improved parental involvement in decision making | <ul style="list-style-type: none"> We have an active English Learner Advisory Committee (ELAC) which we will continue to utilize in the upcoming year. We created a Parent Teacher Organization (PTO), but attendance was lacking. In the upcoming years, we will continue to expand our efforts. Parents have been encouraged to attend Board meetings and our efforts in the upcoming year will focus on developing a parent as a member of the Board | \$10,000 | \$3,000 |

Action 4

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|----------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-------------------------------|
| Promotion of a positive school climate through Positive Behavioral Interventions and Supports (PBIS) and emphasis on school unity and pride. | <ul style="list-style-type: none"> Pro-Social class instituted in all grades A Check In, Check Out program has been instituted to reign in problem behaviors | \$9,500 | \$5000 |

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

- ASP clubs and activities have been expanded to increase participation in extracurricular programs designed to inspire school pride and unity.

Action 5

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

Increased access to technology in the classroom and in the computer lab.

- We purchased new desktops for the computer lab.
- We have installed several desktops in each classroom
- We purchased 10 Chromebooks for each classroom

\$70,000

\$40,000

Action 6

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

Provide a Transitional Kindergarten

We will continue to provide a TK program

\$10,000

\$10,000

Analysis

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

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

Stallworth Charter School will utilize highly qualified teachers for implantation of the common core state standards and project-based learning strategies based on the data collected in benchmark and quarterly MAP testing. A board course of study will be utilized with parent and community involvement, review, and input. Teachers workshop on best instructional practices, behavioral management strategies, technology utilized in the classroom and computer software have been scheduled. A Psychologist, Reading Specialist, several English Language tutors, and a Behavioral Specialist have been hired to assist teachers and help develop a supportive school culture conducive to learning based on PBIS strategies. Students will utilize the Success Maker software to familiarize themselves with the online based testing environment of both CAASPP and MAP, the iLit program for ELL to access grade level appropriate texts, and Flocabulary to increase engagement in class.

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

While the implementation of a Transitional Kindergarten, increased access to technology, and introduction of the Supplemental Educational Services were successful, efforts in the upcoming years will focus on improving parental involvement which has been less successful.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Dr. Lewis Stallworth Charter School was able to sped down the cost within the school budget for all six goals for the following reasons: Building materials, such as computer for the computer lab, classroom support materials, teacher's curriculum instructional trainings for professional development and the partnership with local businesses including grocery and sporting good stores.

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.

Since its adoption in June 2015, the focus of this goal has shifted from teacher collaboration and community involvement to a more student-centered and data-driven approach to increasing academic performance. While the initial goal of increased collaboration and parental involvement is still relevant, the focus for the upcoming year is to use assessment data to design instruction and differentiate based on student needs.

Stakeholder Engagement

LCAP Year: 2019-2020

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?

Stallworth Charter School makes every effort that the LEA communicate with the LCAP/Annual review analysis as part of the planning process and has engaged stakeholders in developing the LCAP by partnering with other agencies that provide services for students, teachers and parents. The services provided by the other agencies have contributed to the personal, social and emotional needs of the parents, students and faculty. In addition, The Single Plan for Student Achievement approved by Stallworth's governing board May 23, 2014, provided Stallworth's administrative teams and committees with additional data for strategies to focus on all student subgroup improvement in the area of Mathematics, English Language Arts and Science.

Impact on LCAP and Annual Update

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

The consultations impact the LCAP for the upcoming year that has improve the core areas of mathematics, English Language Arts and Science. These areas are addressed in teacher training meetings, staff training, parent-teacher organization meeting, SELPA meeting and other school committees. Data is gathered stems from teacher and electronic assessments which clearly defines the students' achievement and progress. Teacher assessments are created by the teachers from the school-wide benchmarks and the end of the year curriculum assessments. Student assessment will drive instructions and student learning resulting in quarterly and yearly benchmarks.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

New Goal

Goal 1

To take full advantage of the use of resources through community, family and staff involvement.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 3, 4, 5, 6, 7, 8

Local Priorities: [List Local Priorities here]

Identified Need:

Increased community involvement would be a key element in the success of all students and their families, including collaboration with government officials and supportive agencies so that all stakeholders can clearly understand the need for reciprocal contributions, productivity, and for the success of student's services within Stallworth Charter demographics.

Partnerships with local businesses and agencies including sporting goods stores, grocery stores, fire departments, police departments, local colleges and universities, & Boys and Girls Clubs would give the students an awareness of their community and the importance of serving and giving back to their communities. Partnering and engaging students and families with local businesses would also give those families hope for a better future and the understanding of the importance of being in a relationship with their community.

Expected Annual Measurable Outcomes

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---------------------------------------------------|-----------------------------------------------|--------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|
| Establishing an effective PTO | We have a framework and minimal participation | Institute monthly PTO meetings with an increase of 5% parental involvement | Institute monthly PTO meetings with an increase of 10% parental involvement | Institute monthly PTO meetings with an increase of 15% parental involvement |
| Establish a school site advisory committee | We have 0% participation in this committee | Establish the committee, develop a framework, and institute quarterly meetings | Increase involvement of the school site committee in LCAP policies and procedures | Increase involvement of the school site committee in LCAP policies and procedures |
| Establishing an effective PTO | We have a framework and minimal participation | Institute monthly PTO meetings with an increase of 5% parental involvement | Institute monthly PTO meetings with an increase of 10% parental involvement | Institute monthly PTO meetings with an increase of 15% parental involvement |

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):

Stallworth Charter

OR

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

Students to be Served:

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

English Learners, Foster Youth, and Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

Stallworth Charter

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

We will increase the number of Parent Teacher Organization meetings and require staff involvement. We will establish the school site committee. Solicit parent involvement through an on-site parent training for nine weeks inclusive of a certificate of completion.

2018-19 Actions/Services

Increase the number of parent-engagement activities (minimum of 3) to increase parent participation throughout the school year. Continue the nine week parent training.

2019-20 Actions/Services

Increase the number of parent-engagement activities (minimum of 6) to increase parent participation throughout the school year.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|-------------|--------------------------|--------------------------|
| Amount | \$8000 | \$10000 | \$10000 |
| Source | Title 1 | Title 1 | Title 1 |
| Budget Reference | Object 2100 | Object 2100, Object 4310 | Object 2100, Object 4310 |

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

New Goal

Goal 2

In order to facilitate the successful development of the whole child, it is imperative to forge a partnership between the school and the student families who are suffering with homelessness. Many student family members face difficulties that limit their ability to participate including time constraints, transportation and awareness of the opportunities that may exist.

Our students who are homeless need encouraging by collaboration and communication through an implement of a Homeless Liaison. According to our annual school survey, 9% of our student population for the school year 2016-2017 are homeless. With the support of a Homeless liaison these students will receive more effective and adequate academic counseling and transportation. This can be accomplished by expanding the opportunities for the school and families to participate in the learning process and will increase school attendance. Additionally, the Home-School Communication Homeless Liaison will adequately keep parents informed through successful by increased interaction between the two vested parties.

State and/or Local Priorities addressed by this goal:

State Priorities: 1,2,3,4,5,6,7,8

Local Priorities: Goal 2

Identified Need:

Increase family and community engagement through the Homeless Liaison. This person will strengthen family participation in schools including student learning and development; enhance communication between school and home, as well as with the community at large.

Expected Annual Measurable Outcomes

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|-------------------------------------------------------------------------------|----------------------------------------------------------------------------------|---------------------------|---------------------------|---------------------------|
| Increase Attendance for students with 5-10% absences | As of 2016-17, 34% of students are missing between 5-10% of instructional days. | Increase attendance by 3% | Increase attendance by 5% | Increase attendance by 7% |
| Decrease absenteeism related to homelessness and transportation issues | As of 2016-17, 33% of students are missing between 10-20% of instructional days. | Increase attendance by 3% | Increase attendance by 5% | Increase attendance by 7% |
| Increase Attendance for students with 5-10% absences | As of 2016-17, 34% of students are missing between 5-10% of instructional days. | Increase attendance by 3% | Increase attendance by 5% | Increase attendance by 7% |

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):

Stallworth Charter

OR

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

Students to be Served:

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

English Learners, Foster Youth, Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

Stallworth Charter

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

We will appoint a Homeless Liaison and train teachers on the new attendance reporting policy.

2018-19 Actions/Services

Provide incentives for students that attend school regularly and reduce tardy by 3%

2019-20 Actions/Services

Provide incentives for students that attend school regularly and reduce tardy by 3%

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|--------------------------|--------------------------|----------------|
| Amount | \$5000 | \$5000 | \$5000 |
| Source | Title 1 Part A | Title 1 Part A | Title 1 Part A |
| Budget Reference | Object 5200, Object 5200 | Object 5200, Object 2100 | Object 2100 |

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

New

Goal 3

To improve the conditions of the school building.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 5, 6, 7, 8

Local Priorities: Goal 3

Identified Need:

Our location is an older building and requires several improvements to meet the needs of our students. Specifically, in the 2017-18 school year, the following improvements will be made: upgrading to more energy efficient and brighter lighting, putting the electricity on a timer to improve efficiency, and upgrading heating/ air conditioning system.

Expected Annual Measurable Outcomes

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------|
| Improvements needed to building and site to meet building & fire codes | As of the 2016-17 year, we have repaired the gymnasium walls and repainted the exterior of the school building. | <ul style="list-style-type: none">• Upgrade HVAC• Upgrade all lighting fixtures• Install plug load management equipment | No Change | No Change |
| Improvements needed to building and site to meet building & fire codes | As of the 2016-17 year, we have repaired the gymnasium walls and repainted the exterior of the school building. | <ul style="list-style-type: none">• Upgrade HVAC• Upgrade all lighting fixtures | No Change | No Change |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------|
| | | <ul style="list-style-type: none"> • Install plug load management equipment | | |
| Improvements needed to building and site to meet building & fire codes | As of the 2016-17 year, we have repaired the gymnasium walls and repainted the exterior of the school building. | <ul style="list-style-type: none"> • Upgrade HVAC • Upgrade all lighting fixtures • Install plug load management equipment | No Change | No Change |

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):

Stallworth Charter

OR

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

Students to be Served:

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

English Learners, Foster Youth, Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

Stallworth Charter

Actions/Services

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

Modified

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Improvements were initiated in the 2016-17 school year and are set to be completed in the 2017-18 school year.

2018-19 Actions/Services

Improvement to the aesthetics were initiated 2018-19 to be completed 2019-20

2019-20 Actions/Services

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|------------------|----------------|-----------------------------|
| Amount | \$216,588.50 | \$24,000 | \$20,000 |
| Source | Proposition 39 | Facility Grant | Facility Grant |
| Budget Reference | 6203 Object 5800 | Object 5630 | [Add budget reference here] |

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$228,410

25%

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).

Dr. Lewis D. Stallworth Charter Sr. Charter school is guided by our mission statement which states that we are a learning community that empowers each student to thrive in unity, honor interdependence, and encourage a sense of purpose. The mission is also to

provide tools to the students to become socially and environmentally responsible adults by “Preparing all students for Success (PASS) Every student, Every day.”

To ensure our English Language Learners, low income, IEP, foster/homeless students as well as all other identified subgroups as provided additional opportunities to achieve academic excellence that prepares them for success now and into the future, these funds are principally directed towards and effective in meeting the goals for unduplicated students in the priority areas. In an effort to reach all students in need of additional support, many of the actions and services contained in the Stallworth Charter School LCAP are Local Educational Agency (LEA).

The information below demonstrates how the academic and social-emotional needs of Stallworth Charter students; English learners, low income, students with disabilities, foster/homeless youth and other significant subgroups will be addressed by increasing or improving services:

- Provide a targeted instruction to Long Term English Learner so that 6% will not be in the danger of becoming LTEL's.
- Attendance and Homeless Liaison focus addressing foster/homeless youth attendance, and school connectivity along with continuing to serve chronically absent students.
- The special educational aid who will continue to meet with students to create individualized learning plans and meet assists with these students in each of their classrooms to ensure they are on track.
- Provide research-based professional development, including coaching, modeling and collaborative lesson development focused on rigorous academic discourse and integrated/designated English Language.

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: lcf@cde.ca.gov.

Plan Summary

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

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

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

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

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

Comprehensive Support and Improvement

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

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

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

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

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

Location(s)

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

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

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may

be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

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

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

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

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

Priority 2: Implementation of State Standards addresses:

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

Priority 3: Parental Involvement addresses:

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

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

- A. Statewide assessments;
- B. The 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;
- C. The percentage of English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California (ELPAC);
- D. The English learner reclassification rate;
- E. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- F. 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. A broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

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

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

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

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

Local Priorities address:

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

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

(A) enrolled less than 31 days

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

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

(i) are enrolled in a Non-Public School

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

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

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

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

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

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

(2) The total number of cohort members.

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

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

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

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

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

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

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

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

(i) a regular high school diploma

(ii) a High School Equivalency Certificate

(iii) an adult education diploma

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

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

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

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

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

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

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

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

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

Guiding Questions: Goals, Actions, and Services

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