

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: ABLE Charter School

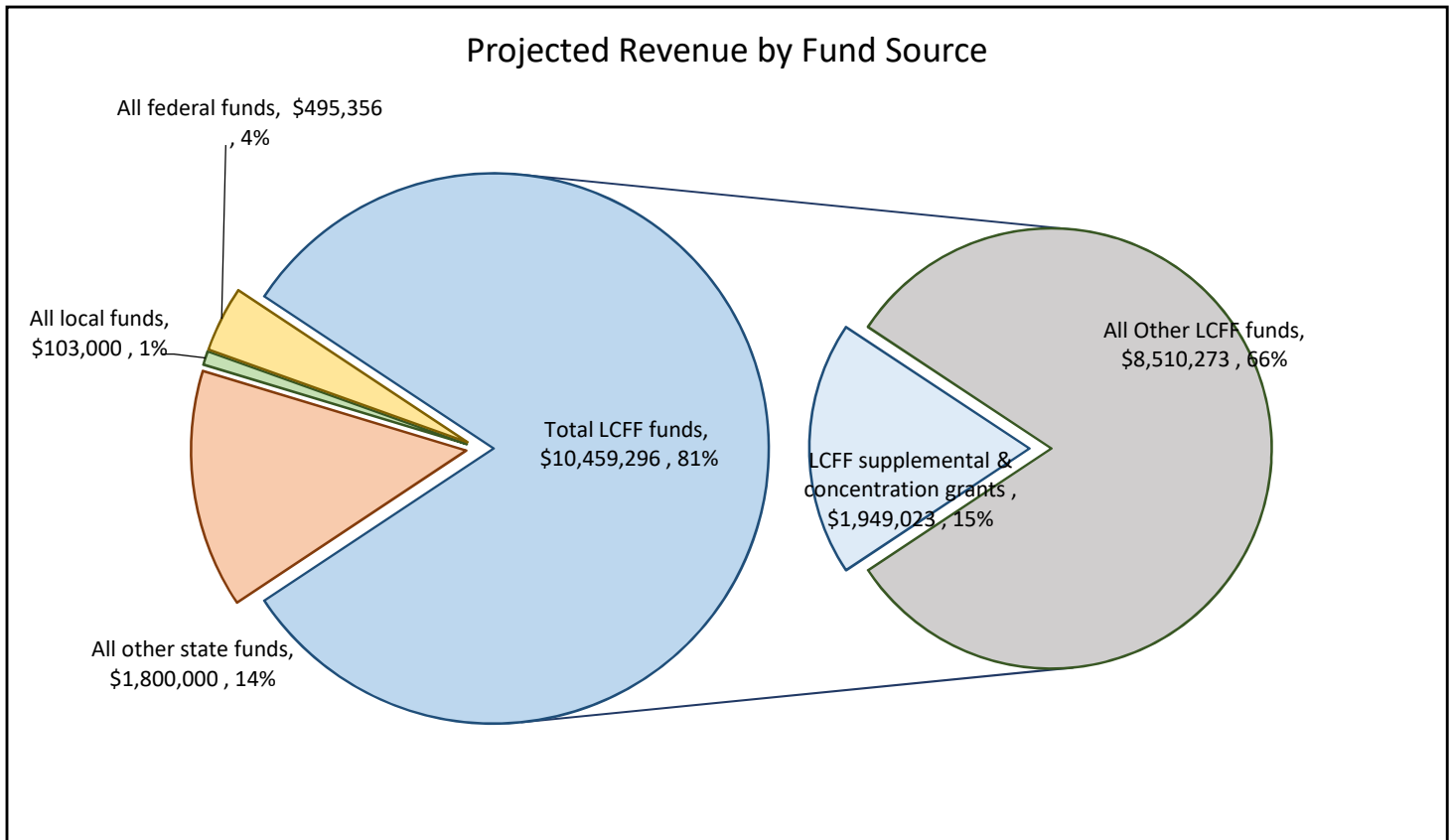
CDS Code: 39686270126755

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

LEA contact information: Dr. Matthew D. George Chief Executive Officer/Superintendent, Matthew.W.George@ableschools.org

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

Budget Overview for the 2019-20 LCAP Year

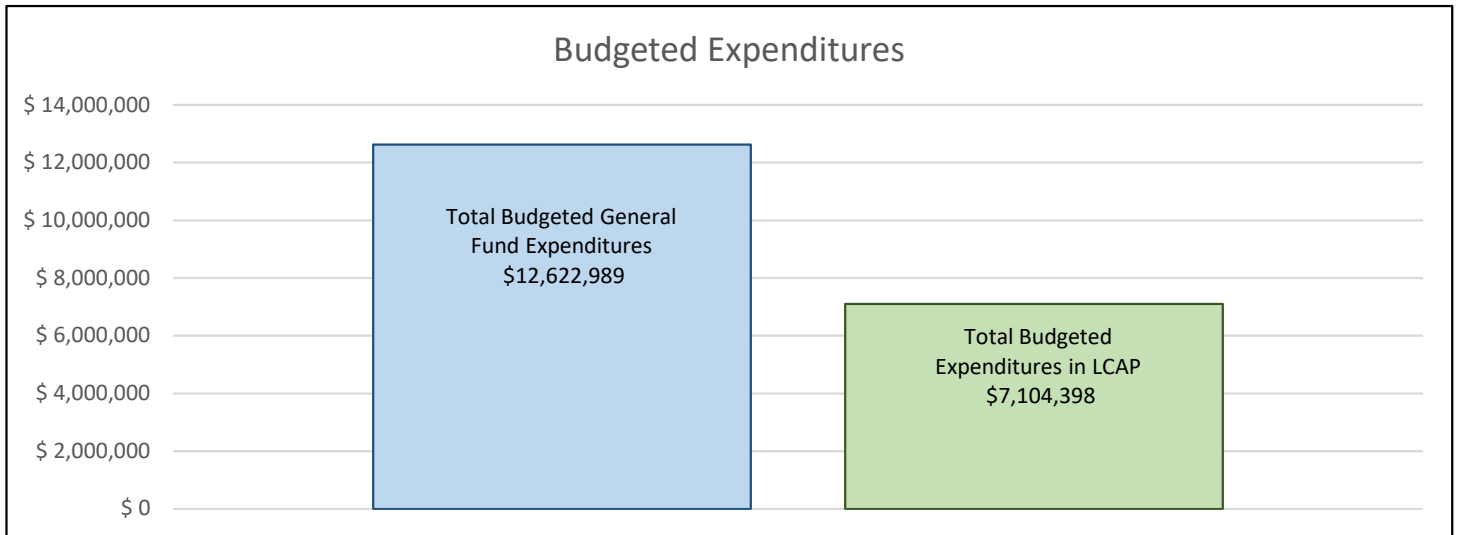


This chart shows the total general purpose revenue ABLE Charter School expects to receive in the coming year from all sources.

The total revenue projected for ABLE Charter School is \$12,857,652.25, of which \$10,459,296.00 is Local Control Funding Formula (LCFF), \$1,800,000.00 is other state funds, \$103,000.00 is local funds, and \$495,356.25 is federal funds. Of the \$10,459,296.00 in LCFF Funds, \$1,949,023.00 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 ABLE Charter School plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

ABLE Charter School plans to spend \$12,622,989.00 for the 2019-20 school year. Of that amount, \$7,104,398.01 is tied to actions/services in the LCAP and \$5,518,590.99 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The most significant general fund expenditures not included in the LCAP are primarily personnel related to the hiring of administrators and classified staff, as well as support staff and expenditures that are not funded through LCFF and not specific to the goals, actions, and services in the LCAP. Employee benefits are also not captured in the LCAP. Additionally, these may include expenditures such as school facilities and maintenance that involves staffing, equipment, repair, and contracts. Other general fund expenditures are related to school programs, general overhead (gas, water, electricity), and other operational costs of our school. Some restricted State and Federal funding sources may not be included in the LCAP that are not directly related to established LCAP goals, actions and services. ABLE is also expanding facilities, expenses not included in the LCAP.

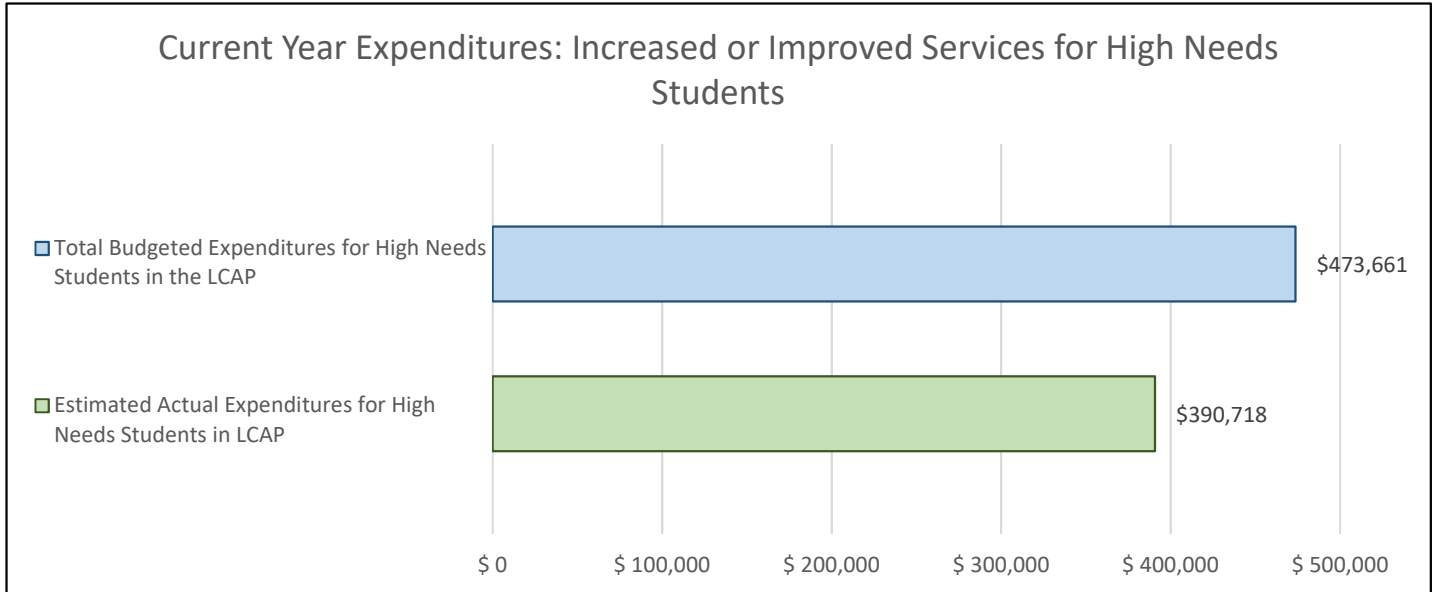
Increased or Improved Services for High Needs Students in 2019-20

In 2019-20, ABLE Charter School is projecting it will receive \$1,949,023.00 based on the enrollment of foster youth, English learner, and low-income students. ABLE 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, ABLE Charter School plans to spend \$1,613,639.70 on actions to meet this requirement. The additional improved services described in the LCAP include the following:

ABLE serves a student population with an 85%. All of our actions and services are designed to serve at-

LCFF Budget Overview for Parents

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



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

In 2018-19, ABLÉ Charter School 's LCAP budgeted \$473,661.00 for planned actions to increase or improve services for high needs students. ABLÉ Charter School estimates that it will actually spend \$390,718.00 for actions to increase or improve services for high needs students in 2018-19. The difference between the budgeted and actual expenditures of \$82,943.00 had the following impact on ABLÉ Charter School 's ability to increase or improve services for high needs students:

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
ABLE Charter School	Dr. Matthew George, Chief Executive Officer and Superintendent	Matthew.W.George@ablecharter.com, 209-478-1600

2017-20 Plan Summary

The Story

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

ABLE charter school educates the children of Stockton who represent the largest underserved population in San Joaquin County. In 2018-19, ABLE served 814 students in grades K-12 and student enrollment continues to increase. This is a testament to our success and demonstrates the trust families put into ABLE to care for their children. Below is a breakdown of our student demographics that mirrors the community we serve. We anticipate additional growth in 2019-20 and will add a TK per the request of our community.

2018-19 Student Ethnic Breakdown

African American	76	9%
American Indian or Alaska Native	4	0%
Asian	87	11%
Filipino	13	2%
Hispanic or Latino	491	60%
White	66	8%
Pacific Islander	4	0%
Two or More Races	32	4%
Not Reported	41	5%
Total	814	100%

Student Enrollment Breakdown

	2015-16	2016-17	2017-18	2018-19	Projected for 2019-20
TK					22
Grade K		21	42	46	88
Grade 1		23	41	45	66
Grade 2		22	40	44	66
Grade 3		22	44	64	66
Grade 4		33	43	63	66
Grade 5		33	43	62	88
Grade 6	44	80	61	75	88
Grade 7	59	70	76	74	81
Grade 8	23	73	75	74	81
Grade 9	63	100	80	71	81
Grade 10	65	66	94	76	81
Grade 11	62	66	60	55	81
Grade 12	59	60	71	65	75
Total	375	669	770	814	1030

2018-19 Student Subgroup Breakdown

	#	%
English Learners	117	14%
Socioeconomically Disadvantaged	666	82%
Students with Disabilities	34	4.2%

According to the data on the current California Dashboard, ABLE has 8 significant student subgroups or 30 or more students. Our subgroups include Socioeconomically Disadvantaged, English Language Learners, Students with Disabilities, Asian, African American, Hispanic, White, 2 or more races.

*We have no reported foster or homeless youth

Mission

ABLE Charter School will provide an innovative, technology-rich, personalized learning environment in which students will receive state of the art instruction empowering them to be independent, life-long learners and productive global citizens in preparation for college, career, and community life.

Vision

ABLE students will prosper in a safe and nurturing environment that provides exposure to career pathways; college preparatory coursework and early college opportunities; the extraordinary diversity of greater Stockton and San Joaquin County; highly trained teachers who combine the best and most current instructional practices with a technology-rich learning environment; and enhanced graduation requirements that embody high academic optimism and require real world engagement with preparation for post-secondary life.

To these ends ABLE believes that every student can learn and succeed, that every student will earn her/his high school diploma, and that every student will graduate possessing the tools to pursue a happy, successful, and fulfilling life.

Core Beliefs

ABLE Charter School believes

- All students can earn a college degree and attend a college of their choice.
- Dual enrollment coursework in high school elevates critical skills needed for college, career, and life.
- The use of data is critical in driving next steps in instruction to close learning gaps and elevate learning experiences.
- All students and educators must be immersed in a technology-rich learning environment that allows any experience to be elevated by a click of a button.
- Educators must establish a rigorous cognitive environment to ensure all students have a strong foundation in math and literacy.
- Students must embark on authentic real-world tasks for deeper learning experiences.
- The Adopt, Adapt, Author curriculum framework can elevate teacher effectiveness to obtain mastery at each level.
- Each student is unique and benefits from an individualized learning plan.

ABLE went through a successful renewal in 2018-19 and received a full five-year term from July 1, 2019 through June 30, 2024. Our LCAP goals are aligned with our charter petition and framed within our Mission, Vision, and Core beliefs.

1. ABLE will meet the educational needs of each individual student by providing effective instruction and relatable learning experiences.
2. ABLE will maintain a positive school culture engaging students, parents, and the local community

LCAP Highlights

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

ABLE continues to refine its action and services based on qualitative and quantitative data through stakeholder engagements, state and local assessments and being present in the lives of our students and staff. Some highlights of our 2019-20 LCAP include the following:

*The addition of a TK per the request of our community

*Prioritizing small class sizes and teacher/student ratios. This allows ABLE to facilitate impactful teaching and learning, individualize supports and is a tool/incentive as we retain and recruit quality teachers. TK-8th grade will have a 22:1 ratio. 9-12th grades will have a 25:1 ratio.

*Implementation of targeted math intervention classes with iReady math on top of core curriculum of Engage NY/Eureka

*Adding STEAM electives (coding, robotics, dance, violin, creative writing)

- *Re-configuring facilities and supports providing students with a safe and welcoming environment. While ABLE is on one large campus, we are breaking it into three small schools, (TK-4, 5-8, 9-12). Each school will have separate facilities, administrators
- *As a college bound high school, ABLE created a new partnership with San Joaquin Community College as a second option for students to take concurrent college courses while at ABLE. Any student who meets the requirements can be dually enrolled at San Joaquin Community College and/or Humphreys University.
- *Last year we hired two instructional coaches to work with our teachers. We are going to continue the support to ensure our comprehensive TK-12 curriculum is being implemented with fidelity and adjusted per the needs of our individual students.
- *Continue to invest in the implementation of Star Renaissance 360, a diagnostic and formative assessment tool and iO Education Data Analytics to analyze our student data. While we began implementation last year, we need to provide additional PD and supports.
- *ABLE will expand the H.E.R.O program and resources to our community that focuses on restorative practices.
- *Continue to build our AP offerings on top of the new offering from this current year of AP calculus AB, AP US Gov and Politics, AP English Lit and Comp
- *Hire a FTE technology support position to support teachers, parents and students with training and educations to promote safe technology and media use.

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

Based on the California School Dashboard, ABLE's greatest progress includes the following:

Our graduation rate is at 100%, an increase of 3.3% from the previous year. ABLE is incredibly proud of our students' accomplishments. This is compared to a decrease at both the state (83.5%) and local district level (78.6%). Our two significant graduating student groups include Hispanics and Socioeconomically Disadvantaged Students.

ABLE's Academic Indicators

Math Assessment: Increase of 40.8 points for overall student groups.

ELA Assessment: Increase of 23.5 points for overall student groups.

College and Career Readiness: increase of 8.7%

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

Per the California Dashboard, the following state indicator or local performance indicator for overall performance was in the “Red” or “Orange”.

Chronic Absenteeism = “Red” for overall performance

Suspension Rate = “Orange” for overall performance

In response to our Chronic Absenteeism Rate and Suspension Rate, ABLE onboarded the H.E.R.O Program for grades 6-12 this past year. With very positive responses from the staff and teachers involved in the pilot, ABLE will be expanding the program in 2021-22.

H.E.R.O is a behavioral support program led by our Behavioral Support Coordinator using restorative practices and 1-on-1 mentoring with our most at-risk students. The program provides our teachers and staff with an alternative to punitive discipline and out of school suspensions. This program provides us with a comprehensive model for both isolated incidences and multiple offenses and supplements our existing MTSS framework.

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

Per the current California Dashboard, there are no performance gaps with our Overall Performance and our significant subgroups in any indicator.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 1

ABLE will meet the educational needs of each individual student by providing effective instruction and relatable learning experiences.

State and/or Local Priorities addressed by this goal:

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

Local Priorities: [Add Local Priorities Here]

Annual Measurable Outcomes

Expected	Actual
97% of teachers appropriately assigned	25 teachers with full credentials 25 teachers without full credentials 0 teachers teaching outside of subject area of competence
0 vacant teacher positions	0
100% of teachers participate in PD	100%
100% of student with access to standards-aligned instructional material	100%
"Good" Rating on facilities maintenance report	"Good"
41% of students meeting UC/CSU requirements	70%
5% increase of students dual enrolled in college credit courses	2017-18 was 13%, 2018-19 was 30%

Expected	Actual						
% of students scoring proficient or Advanced on CAASP Mathletics enrolled for 3 consecutive years	34.88% Met or Exceeded Standards (17-18)						
% of students scoring proficient or Advanced on CAASP ELA enrolled for 3 consecutive years	67.44% Met or Exceeded Standards (17-18)						
EL reclassification rate	1 in 4 students were re-designated (RFEP), 17-18 (19.5 %), 18-19 (37.7%)						
Performance on SBAC exceeds that of local/similar schools	<table border="1"> <thead> <tr> <th>Stockton Unified School District</th> <th>ABLE Charter School</th> </tr> </thead> <tbody> <tr> <td>Math: 85.1 points below standard</td> <td>Math: 46.8 points below standard</td> </tr> <tr> <td>ELA: 63.8 points below standard</td> <td>ELA: 15.1 points below standard</td> </tr> </tbody> </table>	Stockton Unified School District	ABLE Charter School	Math: 85.1 points below standard	Math: 46.8 points below standard	ELA: 63.8 points below standard	ELA: 15.1 points below standard
Stockton Unified School District	ABLE Charter School						
Math: 85.1 points below standard	Math: 46.8 points below standard						
ELA: 63.8 points below standard	ELA: 15.1 points below standard						
% of students meeting growth targets on Renaissance 360	This is something we did not keep track of this year. We are going to re-adjust this measurable outcome for next year.						

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Teacher development and support: <ul style="list-style-type: none"> Teachers new to ABLE attend 3- days of training prior to all faculty training. 	ABLE accomplished all our planned actions/services	\$2,424,309 LCFF 1000 Teacher Salaries	2,424,309 LCFF 1000 Teacher Salaries

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> ○ Entire faculty arrives 4 days prior to the first day of school for trainings ○ During the school year, the faculty (K-12) receives 40 professional developments that consists of 90 minutes each on early release Wednesdays. The PDs include Faculty Meetings (1st Wednesday), Content Meetings (2nd & 4th Wednesday), & Grade-level Meetings (3rd Wednesday). ELD standards are addressed and ongoing throughout the sequence of content meetings. ○ Teachers can select PD opportunities outside of ABLE to attend. ○ Implement Frontline Employee Evaluation System to ensure teacher professional development aligns with teacher effectiveness growth. ○ Hire two new instructional coaches to support teacher effectiveness in the classroom ○ Deputy Superintendent and Assistant Superintendent of Curriculum and Instruction mentor new teachers. ○ Our organization has a plan to ensure all teachers have full credentials or intern-eligible by 2019-2020. <ul style="list-style-type: none"> ✓ Conduct monthly audits of teacher credentials to ensure 		<p>\$637,542 LCFF 1300</p> <p>\$36,290 LCFF 5200, Travel and Conferences</p> <p>\$142,493 5210, training and development</p>	<p>655,018 LCFF 1300</p> <p>45,000 LCFF 5200, Travel and Conferences</p> <p>35,000 5210, training and development</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>compliance and track credentials nearing expiration.</p> <ul style="list-style-type: none"> ✓ If teachers are out of compliance ABLE will pay for courses at the local university ○ ABLE has created curriculum teams that conduct classroom observations and provide feedback to individual teachers. The information is analyzed and share at professional development session throughout the year. 			

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Academic Support for students</p> <ul style="list-style-type: none"> • Students that receive a C- in a course are required to participate in an intervention class or attend summer school to move on to the next course sequence • Implement an Advisory class for all 6-12 students to ensure they receive intervention in math that is standards aligned. • All ABLE teachers provide two days of after school Office Hours per week to students who need additional help. • Aides are provided to K-5 students during the day who need additional support academically. • Students who are identified that need extra assistance with math will be 	<p>ABLE accomplished all our actions/services</p>	<p>\$149,718 Supplemental 2100, Instructional Aides</p> <p>\$0, included in Goal 1, Action 1 LCFF 1100, Teachers' Salaries</p> <p>\$203,224 LCFF 4100, Textbook and Core Curricula</p>	<p>185,718 2100, instructional aides supplemental</p> <p>0, included in Goal 1, Action 1 LCFF 1100, Teachers' Salaries</p> <p>\$52,000 LCFF 4100, Textbook and Core Curricula</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>designated to an Advisory class with a math teacher for tutoring.</p> <ul style="list-style-type: none"> Students with disabilities participate in general education to the maximum extent possible. Educational needs are driven by IEP goals for each student. Centralized programs are available. For placement of student with severe special needs who require specialized services. All students have access to common core aligned curriculum and material Continue to provide AP courses and plan for additional courses Continue to provide elective courses and plan for additional courses. All eligible students can concurrently enroll at the local university and earn college course credits. 		<p>\$14,516 Supp 4200, Books and other Reference Materials</p> <p>\$101,612 Supp 4315, Classroom materials and supplies</p> <p>\$36,290 LCFF 5877, IT Services</p>	<p>2,000.00 Supplemental 4200, Books and Reference Materials</p> <p>85,000 Supp 4315, Classroom materials and supplies</p> <p>35,000 LCFF 5877, IT Services</p>

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Technology</p> <ul style="list-style-type: none"> All teachers are provided a laptops and electronic displays in their classrooms TK-12 classrooms have Promethean boards to ensure a technology-rich environment All students in grades 3-12 are 	<p>ABLE accomplished all our actions/services</p>	<p>\$71,987 LCFF 4400, Noncapitalized Equipment</p> <p>\$415,639 LCFF 2400, Computer Technical Support</p>	<p>\$160,000 LCFF, 4400, Noncapitalized Equipment</p> <p>413,931 LCFF 2400, Computer Technical Support</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
provided with a laptop <ul style="list-style-type: none"> A fully staffed technology team supports ABLE's 21st Century teachers and learners 			

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.

ABLE completed all our actions/services identified in 2017-18 to accomplish this goal. We believe our students cannot succeed without well trained teachers that feel supported by the administration. We respect our teachers and believe it is important to create and maintain a framework and norms providing consistency for our students while allowing them to be creative, professional, educators. As we continue to expand our student body training, resources and support become key to maintaining our school culture and continuing our academic success.

The teachers and staff at ABLE are a family. We continue to attract and maintain or teachers while other LEAs struggle with teacher retention. Teachers are attracted to our commitment of small class sizes, administrative supports and infrastructures, and respect.

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

ABLE either met or exceeded our defined metrics for this goal. We are going to include additional metrics to next year to gain a deeper understanding of our success.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

ABLE estimated \$142,500 for training and development but ended up allocating \$35,000 instead. In previous year, ABLE had allocated more towards training and develop but with the hiring of instructional coaches, most of our training and development were facilitated by the coaches and

our Chief Academic Officer instead of hiring outside support. We slightly underestimated on the cost of travel and conferences. Our instructional coaches attended conferences and trainings and bring the content back to our staff for in-house training. We are making the budget adjustments for the 2019-20 school year.

ABLE estimated \$71,987 on Noncapitalized Equipment but allocated \$160,000. There were additional costs to replace outdated laptops and computer equipment. We also added new classrooms which needed to be outfitted with technology including promethean boards.

There was an overestimation of approximately \$163,738 on Textbook and Core Curricula and Books and Reference Materials. Our new curriculum is adaptive, and computer based. The reference materials are included online. In the past, we have had to purchase everything separately but found in the 2018-19 school year the curriculum was bundled. We will continue to search out and use all-in-one programs to create seamless supports for our teachers and students.

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

As stated above, ABLE will be including additional metrics specifically around local and state student achievement. We anticipate a potential dip in student performance due to the number of students transferring into our program. ABLE is expanding our facilities which allows for larger numbers of students in each grade but our transfer students are often coming in several levels below grade level. These are the students we seek to serve but for the fidelity of our program, we need to disaggregate our results to track growth for students that have been in our programs and those students that transfer.

Goal 2

ABLE will maintain a positive school culture engaging students, parents and the local community.

State and/or Local Priorities addressed by this goal:

State Priorities: 3,5,6

Local Priorities: [Add Local Priorities Here]

Annual Measurable Outcomes

Expected	Actual
% of graduating Seniors having earned credit in a college class	30%
% of parents attending parent/teacher conference	35%
% of parents logging into Schoology	This was not an appropriate metric for us. We need to alter it to measure average usage per month. Otherwise, it doesn't provide us the information we need. For example, 397 total visits by parents. The average time a parent spends in a visit is 3 minutes 47 seconds
% of students participating in extracurricular activities (sports, Leadership programs dance/music art)	25%
100% of teachers and senior staff completed the teacher survey given twice per year	100%
15 parents in attendance to the monthly community meetings	Did not track
% of students completed the student survey	27%
% of teachers and senior staff who feel supported per surveys	This question was not asked on the survey – the survey questions and results are included in the analysis section.
% of students who indicated they are satisfied with ABLE via student survey	This question was not asked on the survey – the survey questions and results are included in the analysis section.
% of parents who are satisfied with school	This question was not asked on the survey – the survey questions and results are included in the analysis section.
% of parents completed the parent survey	14%
1% or less: Expulsion rate	0
1% or less: Suspension Rate	3.2% or 27 number of students
99% Graduation Rate	100%

Expected	Actual
1% or less: High School Dropout rate	0
1% or less: Middle School Dropout rate	0
97% Attendance Rates	96.33 for ES, 94.67% for MS & HS
1% or less: Chronic Absenteeism	12%

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Student supports: Each student has an Education Mentor (EM) that checks in on a regular basis, individualizing their course work and refers them to various counselors, school nurse and other school resources ABLE has a Guidance Directors who oversees</p> <ul style="list-style-type: none"> ✓ Guidance counselors ✓ Academic counselors ✓ College counselor 	<p>Accomplished all actions/services. *Note: We changed the name from Education Mentor to Academic Advisor.</p>	<p>0\$ - cost included in goal 1 1200, certified pupil support salaries 1100, Teachers' salaries</p>	<p>0\$ - cost included in goal 1</p>
<p>Maintain our school safety team who has established procedures and protocols for the utmost safest environment for stakeholders.</p>	<p>Accomplished all planned actions/services</p>	<p>0\$ included in administrator salaries</p>	<p>0\$</p>
<p>Plan to expand ABLE's AP and elective course options for the 2019-20 school year</p>	<p>This year we added coding, robotics, dance, violin, and creative writing. We provided professional develop</p>	<p>0\$ - costs included in Goal One</p>	<p>0\$</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	opportunities for our teachers in preparation to add more AP courses next year. We also solidified our relationship with San Joaquin Community College to provide more dual enrollment opportunities for our students.	1300 Certificated Supervisor and Admin Salaries	
Consultation through Surveys: <ul style="list-style-type: none"> ✓ Create and conduct parent surveys and analyze responses ✓ Brainstorm strategies to increase parent participation ✓ Translate surveys for non-English speakers ✓ Create and conduct teacher surveys twice a year and analyze data ✓ Create grade specific student surveys and analyze data 	ABLE conducted our teacher surveys	0\$ - costs included in Goal One 1300 Certificated Supervisor and Admin Salaries	0\$
Non-Academic Opportunities: <ul style="list-style-type: none"> ✓ Provide over 75 field trips throughout the school year for ABLE students (College tours, United Nations in NY) ✓ Continue to partner with local businesses to provide internship opportunities for our high school students ✓ Focus on increasing the number of partnerships to eventually make the internship a requirement within the next two years. ✓ Continue to provide extracurricular opportunities 	Accomplished all planned actions/services	\$36,290 Supp 5811 – student transportation \$23,226 LCFF 4342 – Athletic Materials 0\$ LCFF 1300 Certificated Supervisor and Admin Salaries	\$ 40,000.00 Supp 5811 – student transportation \$35,000 LCFF 4342 – Athletic Materials 0\$ LCFF 1300 Certificated Supervisor and Admin Salaries

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> ✓ Expand our extracurricular options 			
Provide Full-time school nurse	Accomplished all planned actions/services	0\$ - included in Goal One Supplemental 1200, Certificated Pupil Support Salaries	0\$
Modes of communication with families: <ul style="list-style-type: none"> ✓ PowerSchool (SIS) – parents can log on to see child’s progress ✓ Schoology (LMS) ✓ RoboCall/Emails ✓ Parents are invited to attend ABLE Community Council meetings monthly. ✓ Access to ABLE’s social media accounts (Facebook, Instagram and Twitter) ✓ A bilingual front office staff that welcomes parents and makes them feel comfortable, answers questions, and connects them to the right staff member 	Accomplished all planned actions/services	0\$ - included in Goal One LCFF 2400, Clerical, Technical and Office Staff \$35,993 LCFF 5800 Operating Expenses \$29,032 Supplemental 5815, Advertising/Recruiting	0\$ - included in Goal One LCFF 2400, Clerical, Technical and Office Staff 285,000 LCFF 5800 Operating Expenses 43,000 Supplemental 5815, Advertising/Recruiting
Communication with students: <ul style="list-style-type: none"> ✓ Daily bulletin ✓ Access to ABLE’s social media accounts (Facebook, Instagram and Twitter) ✓ Anonymous suggestion boxes placed throughout campus 	Accomplished all actions/services except suggestion boxes.	\$0, included in Goal 2, Action 7 LCFF	\$0, included in Goal 2, Action 7 LCFF

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> ✓ Full-time social media staff member ✓ Community engagement staff member 			

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.

ABLE achieved all our stated actions/services planned in 2017-18 for this current school year.

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

Surveys

While we administered surveys and the results are positive, we need to increase the number of students and parents that take the survey.

Survey Results

	Student Survey Item	Average	Average	Parent/Family Survey Item
1	My school tries to get students to join after school activities.	2.6/4	2.6/4	My child's school tries to get students to join after school activities.
2	Adults in my school seem to work well with one another.	3.1/4	3.1/4	In my child's school, adults seem to work well with one another.
3	Students in my school respect each other's differences.	2.6/4	3/4	Students in my child's school respect each other's differences.
4	My teachers encourage me to try out my own ideas.	2.9/4	3.1/4	My child's teachers encourage them to try out their own ideas.
5	Many students in my school will try to stop other students from threatening or harassing others using social media.	2.4/4	2.5/4	Many students in my child's school will try to stop other students from threatening or harassing others using social media.
6	In my school, we talk about ways to be a good person	2.7/4	3.1/4	In my child's school, they talk about ways to be a good person.
7	At my school, there is a teacher who believes that I will be successful.	3.5/4	3.4/4	At my child's school, there is a teacher who believes that my child will be successful.
8	I feel safe in my school.	3.1/4	3.3/4	My child feels safe in their school.
9	My school is usually clean and tidy.	2.8/4	3.4/4	My child's school is usually clean and tidy.
10	My teachers communicate with my parents what is expected of me to learn in their class.	2.8/4	2.8/4	My child's teachers communicate with me what is expected of them to learn in their class.

	Instructional Program Survey (Mid-Year 2018-2019)	Average
1	ABLE's adopted curriculum for my subject area is of high quality.	3.1/4
2	ABLE's adopted curriculum for my subject area is well ordered and efficiently organized.	3.1/4
3	ABLE's adopted curriculum for my subject area allows for sufficient flexibility for adaptation to various situations and contexts based on my professional judgement.	3.3/4
4	Timely completion of Week-at-a-Glance's correlates strongly with the quality of my teaching.	3.1/4
5	Use of unifying practices correlates strongly with the quality of my teaching.	3.4/4
6	My participation in ABLE professional development activities correlates strongly with the quality of my teaching.	3.2/4
7	The topics and content of ABLE professional development align clearly and closely with what I am held accountable for.	3.2/4
8	I have sufficient experience or I have received sufficient training in student behavior management, so my confidence in managing student behavior in my classes is high.	3.4/4
9	The schoolwide behavior hierarchy provides a sufficient framework for my management of student behavior.	3.2/4
10	Grade level meetings in which I participate are well planned, well led, and produce tangible and valuable results.	3.3/4
11	Content meetings in which I participate are well planned, well led, and produce tangible and valuable results.	3.5/4
12	Faculty (K-5, 6-12) meetings are worthwhile.	3.0/4
13	Town Hall (K-12) meetings are worthwhile.	3.0/4

Parent Participation

Our parent participation is low. Even in the younger grades. While parents may feel connected through our robust social media presence, we aren't getting the feedback and input we want and need. When we do have interactions with our parents, everyone is happy and do not feel the need to be at the school. Parent participation will be a focus in the 2019-20 school year.

Student Climate

We accomplished our actions/services – we need to adjust, and increase supports for students per our Chronic Absenteeism and suspension rates. While we have lower rates than Stockton Unified, we know we cannot accomplish our goals if our students are not at school.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Most of our estimated expenditures were within a reasonable margin of error. ABLE's one item, 5800 – operating expenses, was underestimated due to unforeseen extra support we needed around our charter renewal. We had originally estimated \$36,000 for Operating Expenses but instead allocated \$285,000. The unanticipated costs included working with a consultant to draft two new charter petitions, one charter renewal, legal support, and data support. These costs were unexpected and due to potential changes in our authorizing district which in the end did not occur.

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.

This goal will remain the same, but we are going to modify our actions/services based on some of our metrics. In previous years we added a grade each year. With the expansion of our facilities, we've been able to increase the number of students in each grade level. New students transferring in whom have not been with us, need additional supports to acclimate to ABLE's culture. We know our students cannot achieve our goals if they are not physically in school.

Stakeholder Engagement

LCAP Year: **2019-20**

Involvement Process for LCAP and Annual Update

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

ABLE is a goal-oriented institution making decisions based on the analysis and trends of our data. Each engagement is framed around our goals. We examine our disaggregated data in great depth and share it with the community to make decisions around what is working, and what isn't working. We research best practices to guide our actions and services. And allocate our budget to best serve ALL of our students to close the achievement gap. Below is a list of how we involved our stakeholders.

Teacher and staff engagement

- Every Wednesday was an early release day for our students. Teachers and staff had the opportunity to collaborate at grade-levels, subject matter, or receive professional development based on the needs of our students.

- Surveys were administered twice a year to gather anonymous feedback for administrators.
- Teacher leader focus groups were held to make strategic decisions on curriculum, instruction, actions and services
- In August, teachers and staff were welcomed back before the students arrive for professional development.
- Charter School Advisory Council: Composed of three parents, self-nominated and elected amongst the parent body; three teachers, self-nominated and elected amongst the teachers; and a student representative. The Advisory Council shall meet regularly and shall make recommendations to the Board of Directors for all aspects of operation.

Parents

- Surveys were administered several times throughout the school year to gather anonymous feedback for administrators
- All teachers and administrators had an “open-door” policy for parents to meet and discuss issues or concerns.
- Parent conferences
- Orientation
- Coffee with counselors
- Student Services Parent Night: Hosted by Student Services for parents to discuss important topics and connect families to community and school resources
- Charter School Advisory Council (see description above)
- IEP meetings

Board of Directors

- Meet once a month and discusses progress of our goals, review student data, and the budget.
- Charter School Advisory Council: Composed of three parents, self-nominated and elected amongst the parent body; three teachers, self-nominated and elected amongst the teachers; and a student representative. The Advisory Council shall meet regularly and shall make recommendations to the Board of Directors for all aspects of operation.

Students

- Surveys were administered several times throughout the school year to gather anonymous feedback for administrators
- Healthy student survey
- Regular meetings with Academic Advisors (formerly known as Education Mentors)

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

In our stakeholder meetings, we revised the questions in our surveys to ask pertinent questions to evaluate our programs. The new questions and results are included in the Annual Update's Goal 2 – analysis section.

Consultations from the 2018-19 school year's stakeholder engagement have validated our LCAP goals. The goals will remain the same for the upcoming school year.

Impacts for next year include:

- Identify actions to encourage more students to join extracurricular activities
- Services for our students who are chronically absent
- Services for students that are suspended
- Ways to differentiate student data (climate and academic) based on length of time at ABLE. This is to address the number of incoming transfer students as we expand our campus.
- Additional training needed on iO
- Creative ways to engage parents
- Continue to increase proficiency in Math
- Continue to increase proficiency in ELA
- Continue supports for EL students.
- Continue support for our SPED students

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged

Goal 1

ABLE will meet the educational needs of each individual student by providing effective instruction and relatable learning experiences.

State and/or Local Priorities addressed by this goal:

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

Local Priorities: [List Local Priorities here]

Identified Need:

Increase proficiency in ELA

Increase proficiency in Math

Increase AP exam scores of 3 or higher Increase UC/CSU eligibility rate

Increase Early Assessment Program (EAP) rates to Level 3 and 4 Increase the number of "Highly Qualified" teachers

Increase EL reclassification rate

Enable students to be self-sufficient after high school in college, a career or the military

Provide opportunities for students to be concurrently enrolled in college courses creating pathways to college.

Provide digital literacy

Provide our students with an excellent teaching staff supported by administrators

Provide a comprehensive TK through 12th grade program

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
% of teachers appropriately assigned	96.5%	97%	97%	97%
% of student	100%	100%	100%	100%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
with access to standards-aligned instructional material				
# of vacant teacher positions	0	0	0	0
Rating on facilities maintenance report	Good	Good	Good	Good
Overall CAASPP ELA Standards Met/Exceeded Results (3-8, 11)	44%	44%	50%	58%
Overall CAASPP Math Standards Met/Exceeded Results (3-8, 11)	31%	31%	27%	33%
% of CAASPP participation rate	98.7%	98.7%	100%	100%
Performance on SBAC exceeds that of local/similar schools	Yes	Yes	<p>SUSD: Math scores are 85.1 points below standard, ELA scores are below 63.8 points below standard</p> <p>ABLE: Math scores are 46.8 points below standard, ELA scores are 15.1 points below standard</p>	Yes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
% of students who passed at least one AP Exam with a 2 or higher	44%	44%	50%	55%
% of students who passed at least one AP Exam with a 3 or higher	11.6%	11.6%	20%	25%
Average of SAT Results (grade 11)	918	918	1000	1050
% of SAT participation rate (graduating seniors)	29.5%	29.5%	85%	95%
% of student who completed ePortfolio	100%	100%	100%	100%
% of teachers who attend weekly professional development	100%	100%	100%	100%
% of students meeting UC a-g requirements (by graduating class)	36%	70%	85%	85%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
% student pass rate for Algebra I	71%	75%	78%	78%
% of Advanced Placement course enrollment (grades 11 & 12)	70%	75%	75%	75%
% of graduating Seniors having taken an AP exam	62%	65%	70%	70%
# of teachers attending AP training	0	2	2	2
% of SAT participation rate (graduating seniors)	29.5%	85%	95%	95%
% of graduating Seniors having earned credit in a college class	13%	30%	55%	55%
% D/F rate in English (9-12)	28%	28%	25%	22%
% D/F in math (9-12)	28.5%	28.5%	26%	24%
Core (Math, ELA, Science, History-Social Science) completion on time for grades 9 and 10	89%	89%	95%	95%

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

Location(s):

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

All

All

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

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

N/A

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

New

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

Modified

2017-18 Actions/Services

N/A

2018-19 Actions/Services

Teacher Development and Support:

- ABLE has created curriculum teams that conduct classroom observations and provide feedback to individual

2019-20 Actions/Services

Teacher Development and Support:

- ABLE has created curriculum teams that conduct classroom observations and provide feedback

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

teachers. The information is analyzed and share at professional development session throughout the year

- Conduct monthly audits of teacher credentials to ensure compliance and track credentials nearing expiration. If teachers are out of compliance ABLE will pay for courses at the local university
- Superintendent, Assistant Superintendent, and Chief Academic Officer mentor new teachers.
- Hire two instructional coaches to support teacher effectiveness in the classroom
- Implement Frontline Employee Evaluation System to ensure teacher professional development aligns with teacher effectiveness growth.
- Teachers can select PD opportunities outside of ABLE to attend.
- During the school year, the faculty (K-12) receives 40 professional developments that consists of 90 minutes each on early release Wednesdays. The PDs include

to individual teachers. The information is analyzed and share at professional development session throughout the year

- Conduct monthly audits of teacher credentials to ensure compliance and track credentials nearing expiration. If teachers are out of compliance ABLE will pay for courses at the local university
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- Two instructional coaches to support teacher effectiveness in the classroom
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- Teachers can select PD opportunities outside of ABLE to attend.
- During the school year, the faculty (K-12) receives 40 professional developments that consists of 90 minutes each on early release Wednesdays. The PDs include

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

	<p>Faculty Meetings (1st Wednesday), Content Meetings (2nd & 4th Wednesday), & Grade-level Meetings (3rd Wednesday). ELD standards are addressed and ongoing throughout the sequence of content meetings</p> <ul style="list-style-type: none"> Teachers new to ABLE attend 3-days of training prior to all faculty training. Entire faculty arrives 4 days prior to the first day of school for trainings 	<p>Faculty Meetings (1st Wednesday), Content Meetings (2nd & 4th Wednesday), & Grade-level Meetings (3rd Wednesday). ELD standards are addressed and ongoing throughout the sequence of content meetings</p> <ul style="list-style-type: none"> Teachers new to ABLE attend 3-days of training prior to all faculty training. Entire faculty arrives 4 days prior to the first day of school for trainings Teachers are supported by a Behavioral Supports Coordinator to establish positive student contacts that develop appropriate and positive behavior modifications enabling students to succeed
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	\$518,010.00
Source	N/A	N/A	SPED
Budget Reference	N/A	N/A	1100, Teachers' Salaries, restricted

Year	2017-18	2018-19	2019-20
Amount	N/A	\$2,424,309	\$3,097,420.28
Source	N/A	LCFF Base	LCFF Base
Budget Reference	N/A	1100, Teachers' Salaries, restricted and unrestricted	1100, Teachers' Salaries, unrestricted
Amount	N/A	\$36,290	112,790.24
Source	N/A	LCFF Base	LCFF Base
Budget Reference	N/A	5200, Travel and Conferences	5200, Travel and Conferences
Amount	N/A	\$142,493	\$50,000
Source	N/A	Supplemental	Supplemental
Budget Reference	[N/A	5210, Training and Development	5210, Training and Development
Amount	N/A	\$637,542	\$744,806.80
Source	N/A	LCFF Base	LCFF Base
Budget Reference	N/A	1300 – Certified Administrative and Supervisor Salary – restricted and unrestricted	1300 – Certified Administrative and Supervisor Salary

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	\$143,000.00
Source	N/A	N/A	SPED
Budget Reference	N/A	N/A	1300 – Certified Administrative and Supervisor Salary
Amount	N/A	N/A	\$111,627
Source	N/A	N/A	Supplemental
Budget Reference	N/A	N/A	1120 – Substitute Teachers
Amount	N/A	N/A	\$543,840
Source	N/A	N/A	Supplemental
Budget Reference	N/A	N/A	1200 - Certificated Pupil Salary
Amount	N/A	\$330,000.00	\$319,757.70
Source	N/A	Supplemental	Supplemental
Budget Reference	N/A	2100 – Instructional Aides	2100 – Instructional Aides

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	113,999
Source	N/A	N/A	Supplemental
Budget Reference	N/A	N/A	5809 – employee tuition reimbursement
Amount	N/A	N/A	41,860
Source	N/A	N/A	Supplemental
Budget Reference	N/A	N/A	5810 – Education Consultants

Action 2

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

Students to be Served:

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

Location(s):

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

All

All

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

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

N/A

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

New

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

Modified

2017-18 Actions/Services

N/A

2018-19 Actions/Services

Teacher tools to increase student improvement:

- Administer the Interim Assessment Blocks (IAB) throughout the year as formative benchmarks on specific topics/concepts aligned to curriculum
- iReady and iPass is used as math interventions that assesses, prescribes, instructs and reports on student progress.
- Continue to use the adaptive and standards aligned EngageNY/Eureka math
- Implement iO, a student assessment and data analytics solution. This tool will take ABLE's data and identify trends and next steps towards providing student with supplemental supports not met by the universal instructional designs.
- Provide professional development around iO so all teachers can use the tool
- Behavior modification strategies and plans developed for individual students and managed by the Behavior Specialist Coordinator. The plans will be developed by teams including teachers, counselors, school social

2019-20 Actions/Services

Teacher tools to increase student improvement:

- Administer the Interim Assessment Blocks (IAB) throughout the year as formative benchmarks on specific topics/concepts aligned to curriculum
- iReady is used as math interventions that assesses, prescribes, instructs and reports on student progress.
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- Provide additional professional development around iO so all teachers can use the tool
- Behavior modification strategies and plans developed for individual students and managed by the Behavior Specialist Coordinator. The plans will be developed by teams including teachers, counselors, school social workers and other appropriate

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

	workers and other appropriate personnel to establish positive student contacts that develop appropriate and positive behavior modifications enabling students to succeed	personnel to establish positive student contacts that develop appropriate and positive behavior modifications enabling students to succeed <ul style="list-style-type: none"> • Pilot: Science curriculum PhD science for 3-5 – aligned with NGSS
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$203,224	72,558
Source	N/A	Supplemental	Supplemental
Budget Reference	N/A	4100 – Core books and Curriculum	4100 – Core books and Curriculum
Amount	N/A	\$14,516	2,791
Source	N/A	Supplemental	Supplemental
Budget Reference	N/A	4200 – reference materials	4200 – reference materials
Amount	N/A	N/A	195,347
Source	N/A	N/A	Supplemental
Budget Reference	N/A	N/A	4300 – materials and supplies

Year	2017-18	2018-19	2019-20
Amount	N/A	\$101,612	118,604
Source	N/A	Supplemental	Supplemental
Budget Reference	N/A	4315 – classroom materials and supplies	4315 – classroom materials and supplies

Action 3

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

Students to be Served:

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

Location(s):

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

All

All

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

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

N/A

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

New

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

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Academic Support for Students

- Students that receive a C- in a course are required to participate in an intervention class or attend summer school to move on to the next course sequence.
- Implement an Advisory class for all 6-12 students to ensure they receive intervention in math that is standards aligned.
- All ABE teachers provide two days of after school Office Hours per week to students who need additional help.
- Aides are provided to K-5 students during the day who need additional support academically.
- Students who are identified that need extra assistance with math will be designated to an Advisory class with a math teacher for tutoring.
- Students with disabilities participate in general education to the maximum extent possible. Educational needs are driven by IEP goals for each student.
- Centralized programs are available for placement of student with severe special needs who require specialized services.
- All students have access to common core aligned curriculum and materials

Academic Support for Students

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- Implement an Advisory class for all 6-12 students to ensure they receive intervention in math that is standards aligned.
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- Aides are provided to K-5 students during the day who need additional support academically.
- Students who are identified that need extra assistance with math will be designated to an Advisory class with a math teacher for tutoring.
- Students with disabilities participate in general education to the maximum extent possible. Educational needs are driven by IEP goals for each student.
- Centralized programs are available for placement of student with severe special needs who require specialized services.
- All students have access to common core aligned curriculum and materials

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

	<ul style="list-style-type: none"> • Continue to provide AP courses and plan for additional courses • Continue to provide elective courses and plan for additional courses • All eligible students can concurrently enroll at the local university and earn college course credits. 	<ul style="list-style-type: none"> • Continue to provide AP courses and plan for additional courses • Continue to provide elective courses and plan for additional courses • All eligible students can concurrently enroll at the local university and earn college course credits. • Expand the pilot program H.E.R.O for additional support for at-risk students
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$0 – included above	\$0 – included above
Source	N/A	Supplemental	Supplemental
Budget Reference	N/A	2100, Instructional Aides	2100, Instructional Aides
Amount	N/A	\$0 – Included in Goal 1, Action 1	\$0 – Included in Goal 1, Action 1
Source	N/A	LCFF Base	LCFF Base
Budget Reference	N/A	1100, Teachers’ Salaries	1100, Teachers’ Salaries

Year	2017-18	2018-19	2019-20
Amount	N/A	\$0 Included in Goal 1, Action 2	\$0 Included in Goal 1, Action 2
Source	N/A	Supplemental	Supplemental
Budget Reference	N/A	4200, books and other Reference materials	4200, books and other Reference materials
Amount	N/A	\$0 Included in Goal 1, Action 2	\$0 Included in Goal 1, Action 2
Source	N/A	Supplemental	Supplemental
Budget Reference	N/A	4315, Classroom materials and supplies	4315, Classroom materials and supplies

Action 4

[For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:](#)

Students to be Served:

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

Location(s):

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

All

All

OR

[For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:](#)

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

N/A

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

New

Unchanged for 2019-20

Modified

2017-18 Actions/Services

N/A

2018-19 Actions/Services

Technology

- All teachers are provided a laptops and electronic displays in their classrooms
- Provide an IT department to support teacher and student laptops
- K-5 classrooms have Promethean boards to ensure a technology-rich instructional environment
- All students in grades 3-12 are provided with a laptop
- A fully staffed technology team supports ABLE's 21st Century teachers and learners

2019-20 Actions/Services

Technology

- All teachers are provided a laptops and electronic displays in their classrooms
- Provide an IT department to support teacher and student laptops
- TK-12 classrooms have Promethean boards to ensure a technology-rich environment
- All students in grades 3-12 are provided with a laptop
- A fully staffed technology team supports ABLE's 21st Century teachers and learners
- Add FTE technology support position
- Develop trainings/educations to

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

		promote safe technology and media for students, parents and teachers
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$36,290	48,837
Source	N/A	LCFF	LCFF
Budget Reference	N/A	5877, IT Services	5877, IT Services
Amount	N/A	\$71,987	223,254
Source	N/A	LCFF	LCFF
Budget Reference	N/A	4400, Noncapitalized Equipment	4400, Noncapitalized Equipment
Amount	N/A	\$415,639	481,245
Source	N/A	LCFF	LCFF
Budget Reference	N/A	2400, Computer Technical Support	2400, Computer Technical Support

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

Unchanged Goal

Goal 2

ABLE will maintain a positive school culture engaging student, parents and the local community

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, 6

Local Priorities: [List Local Priorities here]

Identified Need:

Small class sizes

Partner with parents to support students' education

Partner with local universities to provide an early pathway to college

Partnerships with local business and community to provide real-life experiences

Provide a safe and clean facility

Provide students with extracurricular activities

Remove barriers for students to attend college

Provide opportunities for students to explore the world outside of their community

Engage parents in education of their children

Decrease chronic absenteeism

Decrease suspension rates

Increase parent participation

Create a welcoming and safe campus serving grades TK-12

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
% of students attending 96% or more	63%	63%	70%	75%
% of Limited English Proficient students attending 96% or more	63%	63%	70%	75%
% of extra-curricular participation	25%	35%	40%	40%
Chronic Absenteeism Rate	.4%		12%	10%
Middle school dropout rate	Less than 1%	0%	0%	Less than 1%
High school dropout rate	Less than 1%	0%	0%	Less than 1%
High school graduation rate	99%	99%	100%	99%
Suspension Rate				
Expulsion Rate	Less than 1%	0%	0%	Less than 1%
% of parents logging into Schoology per month	New metric – will be the baseline	NA	NA	New metric – will be the baseline
% of parents attending Parent/Teacher conferences	New metric – will be the baseline	NA	NA	New metric – will be the baseline

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
% of students taking college courses	25%	25%	35%	40%
% of students who completed ePortfolio	100%	100%	100%	100%
% of student participating in internships	New metric	New metric	New metric	Will be baseline
Students feel safe in school (1-4 Average rating)	3.1/4	New metric	3.1/4	3.1/4
At my school, there is a teacher who believes that I will be successful (1-4 Average Rating)	3.5/4	New metric	3.5/4	3.5/4
My teachers communicate with my parents what is expected of me to learn in their class (1-4 Average Rating)	2.8/4	New metric	2.8/4	3/4
At my child's school, there is a teacher who believes that my child will be successful	3.4/4	New metric	3.4/4	3.4/4
My child feels safe in their school.	3.3/4	New metric	3.3/4	3.3/4
My child's teachers communicate with me what is expected	2.8/4	New metric	2.8/4	3/4

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
to them to learn in their class.				
ABLE's adopted curriculum for my subject area is of high quality.	3.1/4	New metric	3.1/4	maintain
ABLE's adopted curriculum for my subject area is well ordered and efficiently organized.	3.1/4	New metric	3.1/4	maintain
ABLE's adopted curriculum for my subject area allows for sufficient flexibility for adaptation to various situations and contexts based on my professional judgement.	3.3/4	New metric	3.3/4	maintain
Timely completion of Week-at-a-Glance's correlates strongly with the quality of my teaching.	3.1/4	New metric	3.1/4	maintain
Use of unifying practices correlates strongly with the quality of my teaching.	3.4/4	New metric	3.4/4	maintain
My participation in ABLE professional development activities correlates strongly with the quality of my teaching.	3.2/4	New metric	3.2/4	maintain

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
The topics and content of ABE professional development align clearly and closely with what I am held accountable for.	3.2/4	New metric	3.2/4	maintain
I have sufficient experience or I have received sufficient training in student behavior management, so my confidence in managing student behavior in my classes is high.	3.4/4	New metric	3.4/4	maintain
The schoolwide behavior hierarchy provides a sufficient framework for my management of student behavior.	3.2/4	New metric	3.2/4	maintain
Grade level meetings in which I participate are well planned, well led, and produce tangible and valuable results.	3.3/4	New metric	3.3/4	maintain
Content meetings in which I participate are well planned, well led, and produce tangible and valuable results.	3.5/4	New metric	3.5/4	maintain
Faculty (K-5, 6-12) meetings are worthwhile.	3.0/4	New metric	3.0/4	maintain

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Town Hall (K-12) meetings are worthwhile.	3.0/4	New metric	3.0/4	maintain

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

Location(s):

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

All

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

N/A

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

New

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

Modified

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

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

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

N/A

Student Supports

- Each student has an Education Mentor (EM) that checks in on a regular basis, individualizing their course work and refers them to various counselors, school nurse and other school resources
- ABL has a Guidance Directors who oversees
 - guidance counselors
 - Academic counselors
 - College counselor

Student Supports

- Each student has an Academic Advisor that checks in on a regular basis, individualizing their course work and refers them to various counselors, school nurse, and other school resources.
- ABL has a robust MTSS program to assist students that need extra academic or social emotional supports.
- Expand the H.E.R.O program, a behavioral support program led by our Behavioral Support Coordinator using restorative practices and 1-on-1 mentoring with our most at-risk students. The program provides our teachers and staff with an alternative to punitive discipline and out of school suspensions. The program provides a comprehensive model for both isolated incidences and multiple offenses and supplements our existing MTSS framework
- Instructional aides, guidance counselors, college counselors, Behavior support coordinators, social workers, administration, academic advisors, teachers, students and parents work in teams to provide support for students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$0, costs included in Goal 1	\$0, costs included in Goal 1
Source	N/A	LCFF	LCFF
Budget Reference	N/A	1200, certified pupil support salaries 1100, Teachers' salaries	1200, certified pupil support salaries 1100, Teachers' salaries

Action 2

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

Students to be Served:

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

All

Location(s):

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

All

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

2017-18 Actions/Services

N/A

2018-19 Actions/Services

Facilities

- Maintain our school safety team who has established procedures and protocols for

2019-20 Actions/Services

Facilities

- Maintain our school safety team who has established procedures and protocols for

2017-18 Actions/Services

--

2018-19 Actions/Services

the utmost safest environment for stakeholders
--

2019-20 Actions/Services

<p>the utmost safest environment for stakeholders</p> <ul style="list-style-type: none"> Reconfigure campus to support a welcoming environment from ages 5-19. The campus will be divided into three separate campuses TK-5, 6-8, and 9-12. Each campus will have their own administration and staff. It will feel like three separate schools but united by the same mission.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$0	\$0
Source	N/A	LCFF	LCFF
Budget Reference	N/A	Included in Admin Salaries	Included in Admin Salaries

Action 3

2017-18 Actions/Services

N/A

2018-19 Actions/Services

<p>Expanding Course Options</p> <ul style="list-style-type: none"> Plan to expand ABLE's AP and elective course options for the 2019-20 school year

2019-20 Actions/Services

<p>Expanding Course Options</p>
--

		<ul style="list-style-type: none"> • ABLE will continue to train teachers, purchase curriculum, and grow the AP course offerings this year. • ABLE will continue to expand electives. • ABLE will continue relationships with Humphrey's University and San Joaquin Community College to offer dual enrollment opportunities for eligible students.
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$0, included in Goal 1	\$0, included in Goal 1
Source	N/A	LCFF	LCFF
Budget Reference	N/A	1300 Certificated Supervisor and Admin Salaries, Teacher salaries	1300 Certificated Supervisor and Admin Salaries, Teacher salaries

Action 4

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

Students to be Served:

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

Location(s):

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

All

All

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

N/A

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

Consultation through Surveys:

- Continue to conduct parent surveys and analyze responses
- Brainstorm strategies to increase parent participation
- Translate surveys for non-English speakers
- Continue to conduct teacher surveys twice a year and analyze data
- Continue to conduct grade specific student surveys and analyze data

Unchanged for 2019-20

Consultation through Surveys:

- Continue to conduct parent surveys and analyze responses
- Brainstorm strategies to increase parent participation
- Translate surveys for non-English speakers
- Continue to conduct teacher surveys twice a year and analyze data
- Continue to conduct grade specific student surveys and analyze data

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$0, costs included in Goal 1	\$0, costs included in Goal 1
Source	N/A	LCFF	LCFF

Year	2017-18	2018-19	2019-20
Budget Reference	N/A	1300, Admin Salaries	1300, Admin Salaries

Action 5

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

Students to be Served:

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

All

Location(s):

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

All

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

N/A

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

Non-Academic Opportunities:

- Provide over 75 field trips throughout the school year for ABLE students (College tours, United Nations in NY)
- Continue to partner with local

Modified for 2019-20

Non-Academic Opportunities:

- Provide over 75 field trips throughout the school year for ABLE students (College tours, United Nations in NY)
- Continue to partner with local

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

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

Modified for 2019-20

	<p>businesses to provide internship opportunities for our high school students</p> <ul style="list-style-type: none"> · Focus on increasing the number of partnerships to eventually make the internship a requirement when we have identified enough community partners · Continue to provide extracurricular opportunities 	<p>businesses to provide internship opportunities for our high school students</p> <ul style="list-style-type: none"> · Focus on increasing the number of partnerships to eventually make the internship a requirement when we have identified enough community partners · Expand our extracurricular options (Dance company, 11 sports, afterschool programs tk-5) · Expand school year for SPED students
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$36,290	\$55,814
Source	N/A	LCFF	LCFF
Budget Reference	N/A	5811. Student transportation	5811. Student transportation
Year	2017-18	2018-19	2019-20
Amount	N/A	\$23,226	\$48,837
Source	N/A	LCFF	LCFF

Year	2017-18	2018-19	2019-20
Budget Reference	N/A	4342, Athletic Materials	4342, Athletic Materials

Action 6

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

Students to be Served:

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

Location(s):

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

All	All
-----	-----

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

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

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

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

Unchanged for 2019-20

N/A	Maintain of full-time nurse	Maintain of full-time nurse
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$0, costs included in Goal 1	\$0, costs included in Goal 1
Source	N/A	LCFF	LCFF
Budget Reference	N/A	1200, certified pupil support salaries	1200, certified pupil support salaries

Action 7

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

Students to be Served:

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

Location(s):

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

All

All

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

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

N/A

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

Modes of communication with families:

✓ PowerSchool (SIS) – parents

Unchanged for 2019-20

Modes of communication with families:

✓ PowerSchool (SIS) – parents

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

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

Unchanged for 2019-20

	<ul style="list-style-type: none"> can log on to see child's progress · Schoology (LMS) · RoboCall/Emails · Parents are invited to attend ABLE Community Council meetings monthly. · Access to ABLE's social media accounts (Facebook, Instagram and Twitter) · A bilingual front office staff that welcomes parents and makes them feel comfortable, answers questions, and connects them to the right staff member 	<ul style="list-style-type: none"> can log on to see child's progress · Schoology (LMS) · RoboCall/Emails · Parents are invited to attend ABLE Community Council meetings monthly. · Access to ABLE's social media accounts (Facebook, Instagram and Twitter) · A bilingual front office staff that welcomes parents and makes them feel comfortable, answers questions, and connects them to the right staff member
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$0, costs included in Goal 1	\$0, costs included in Goal 1
Source	N/A	LCFF	LCFF
Budget Reference	N/A	2400, Clerical, Technical and Office Staff	2400, Clerical, Technical and Office Staff

Year	2017-18	2018-19	2019-20
Amount	N/A	\$29,032	\$60,000
Source	N/A	LCFF	LCFF
Budget Reference	N/A	5818, Advertising/Recruiting	5818, Advertising/Recruiting

Action 8

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

Students to be Served:

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

Location(s):

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

All

All

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

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

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

Unchanged for 2019-20

N/A	<p>Communication with students:</p> <ul style="list-style-type: none"> · Daily bulletin · Access to ABLE's social media accounts (Facebook, Instagram and Twitter) · Survey students · Community Engagement staff member 	<p>Communication with students:</p> <ul style="list-style-type: none"> · Daily bulletin · Access to ABLE's social media accounts (Facebook, Instagram and Twitter) · Survey students · Community Engagement staff member
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$0, costs included in Goal 2, Action 7	\$0, costs included in Goal 2, Action 7
Source	N/A	LCFF	LCFF
Budget Reference	N/A		

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

\$1,867,181

20.89%

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).

ABLE has an unduplicated pupil count of approximately 85%. The high population of low income and EL students at ABLE necessitates that many of the actions using supplemental and concentration funds are allocated to pursue school-wide activities to improve the academic achievement of all students versus being specifically concentrated on a single subgroup. The actions and services, however, have all been included/created to support the academic achievement and school success of the unduplicated populations and are principally directed towards those students.

Below are ABLE allocated supplemental and concentration funds:

- Training and Development for our teachers, admin, and staff – this included SEL, recovery strategies, differentiated learning, etc
- Substitute teachers to cover the cost of trainings, professional developments opportunities, walkthrough opportunities
- Certificated pupil salary and instructional Aides in the classroom to assist the teachers and provide one-on-one support for at-risk students
- To ensure we have appropriately trained and credentialed teachers, tuition reimbursement for teachers
- Education consultants to provide PD specifically around our adaptive curriculum and student data systems.
- Books, curriculum, class materials and reference material to supplement our core curriculum
- Student transportation for field trips so every child can experience real life learning opportunities.
- Recruitment efforts to ensure all families in Stockton understand they have free public education choices.

*We currently do not have any students designated as Foster youth.

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?