

LCAP Year  2017–18  2018–19  2019–20

# Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

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

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

LEA Name	Marcum-Illinois Union Elementary School District		
Contact Name and Title	Cynthia Rachel Director of Education Support Services	Email and Phone	crachel@ieminc.org (800) 979-4436

## 2017-20 Plan Summary

### THE STORY

Briefly describe the students and community and how the LEA serves them.

South Sutter Charter School (SSCS) opened in the fall of the 2005-2006 school year. SSCS is an independent Charter School sponsored by the Marcum-Illinois School District in Sutter County and serves approximately 2,000 students TK-12th grade. South Sutter values the role of the parent in the education of their children. SSCS believes in programs that offer individual learning plans for each student and takes pride in modeling these principles. SSCS Educational Specialists (ESs) are California credentialed general education teachers who work closely with the families to serve the assigned students educational needs as determined by a written student agreement between the parent and the ES. The parent and ES work together toward student achievement and completion toward individual growth and state standards. Our student population is 2.7% English Learner (EL) and 37.4% are classified as socioeconomically disadvantaged. Our LCFF unduplicated count is 35.49%. Our student population is made up of many ethnicities, with the majority of our student identifying as White (65.5%), Hispanic (15%), Asian (2.4%) and African American (2.6%).

### LCAP HIGHLIGHTS

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

After analyzing our state and local input and gathering input from stakeholders, three LCAP goals have been developed:

Goal 1: We will increase the percentage of students who are on-track to graduate college and career ready.

Goal 2: We will Increase the achievement of low-performing students in English Language Arts and Math.

Goal 3: We will Increase the percentage of English Learner (EL) students who achieve proficiency in English Language Arts and Math.

## REVIEW OF PERFORMANCE

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

This year, the percentage of students that were suspended was very low at 0% which is significant. In addition, the percentage of English Learner students that graduated increased significantly with a +16.6% increase. The percentage of socio-economically disadvantaged students that graduated also rose significantly with a 9.5% increase.

## GREATEST PROGRESS

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

The school rubric indicator was “orange” for “all students” based on the 2016 CAASPP ELA results. Scores for our unduplicated populations were one performance level below the “all students” group in this measure.

## GREATEST NEEDS

Based on these results, stakeholders felt strongly about investing heavily in ELA & Math tutoring for at-risk to improve academic outcomes (LCAP Goal 2). We also continue to invest in targeted support and intervention programs to meet the diverse instruction needs of students at all grade levels (LCAP Goal 1). We are also continuing to invest in professional development for staff and parents regarding the implementation of common core curricula.

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

## PERFORMANCE GAPS

In English Language Arts, all statistically significant student groups are performing within one performance level of the “all students” level. In Mathematics, two subgroups (socioeconomically disadvantaged and students with disabilities) are performing two levels below the “all students.” We are aware that our students with disabilities, English Learners, and socio-economically disadvantaged are performing lower than the school wide performance. To address this gap, the following actions and services were developed:

1. Purchase print and online intervention curriculum for at-risk students (LCAP Goal 2)
2. Provide additional tutoring for at all risk students (LCAP Goal 2)
3. Provide additional tutoring for students with disabilities (LCAP Goal 2)
4. Provide additional tutoring for English Learners (LCAP Goal 3)

## INCREASED OR IMPROVED SERVICES

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

Based on stakeholder feedback, we are implementing more than 30 LCAP Action Items to improve support of all students, especially those that are low-income, English Learner and foster youth. Significant actions to increase support are:

1. Supporting a Mobile Science Lab and Project Lead the Way program instruction
2. Offering Brighton College courses for high school students
3. Provide a Guidance Counselor to be a support and resource to parents, students, and staff
4. Support a-g lab and materials costs for high school students
5. Provide online High School Curriculum experts to be a resource for parents, students & staff
6. Provide staff development to special education staff in English Language Arts and Math

## BUDGET SUMMARY

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

### DESCRIPTION

### AMOUNT

Total General Fund Budget Expenditures for LCAP Year

\$0

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year

\$1,177,579.00

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

N/A

\$1,178,441

Total Projected LCFF Revenues for LCAP Year

# Annual Update

LCAP Year Reviewed: 2016-17

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

## Goal 1

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

State and/or Local Priorities Addressed by this goal:

STATE	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	2	<input checked="" type="checkbox"/>	3	<input checked="" type="checkbox"/>	4	<input checked="" type="checkbox"/>	5	<input checked="" type="checkbox"/>	6	<input checked="" type="checkbox"/>	7	<input checked="" type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

1A) Increase percentage of students graduating from high school with UC (A-G) transcript. Beginning with the class of 2018, 50% will be working toward completing either the UC/CSU/Community College course pathway or a CTE pathway.  
 1B) Increase the number of CTE courses available to students.  
 1C) Increase training programs, classes, webinars, and/or sessions for ESs and Parent Educators to a minimum of 5 per year.  
 1D) Increase the attendance / participation rates at Parent Educator Trainings to a minimum of 10% of the parent population and 100% ES participation in professional development opportunities.

#### ACTUAL

1A) 31% of high school students were working towards a-g requirements in the 2016-2017 school year. Approximately, 10% of our high school students are on a particular CTE pathway.  
 1B) We increased our CTE courses by 11 career pathways which means an additional 55 classes were added during the 2016-2017 school year.  
 1C) In the 2016-2017 school year, over 30 parent trainings were offered. These included specific trainings on our intervention print and online curriculum for both math and ELA, numerous webinars for parents focused on writing, and other general webinars on technology, teaching philosophies, and guidance.  
 1D) In the 2016-2017 school year, the average attendance was 50 parents. Many of the webinars were recorded and some were posted on a parent YouTube channel and had an average of 65 views. The channel had 3272 more views this year than last year. One video had over 1800 views (not included in the average). Additionally, all ESs were required to complete 2 hours of professional development. This year, we offered over 35 workshops and virtual webinars, aimed at improving technology skills, knowledge of the curriculum and assessment resources.

### 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**

Actions/Services

**PLANNED**  
 1.01 Provide Next Generation Science Standards (NGSS) teacher training

**ACTUAL**  
 NGSS training was provided to teachers and staff in a live online cohort over a period five months. Teachers received an e-copy of “Discover the NGSS” and prepared answers for the assigned discussion questions. During their online cohorts, they shared helpful strategies and resources for use in the school model as they related to each month's NGSS topic. In addition, members of the curriculum department plus the guidance counselor and several teachers attended the National Science Teachers Association Conference in late March for further training and staff development.

Expenditures

**BUDGETED**  
 LCFF \$5,000

**ESTIMATED ACTUAL**  
 LCFF \$3,152.70

Action **2**

Actions/Services

**PLANNED**  
 1.02 Support Project Lead the Way program instruction

**ACTUAL**  
 The PLTW and Mobile Science Lab offered a variety of classes for students in grades TK-6th at different locations in Northern California. More than 30 classes were offered in two different sessions, one in the fall and one in the spring. The PLTW program hired a driver that drove the Mobile Science Lab to different park locations three or four days a week. LCAP funds covered the cost of the driver, fuel for the Mobile Science Lab and generator. If a class had low enrollment (below 5 students), LCAP funds were used to support the class and pay the instructor.

Expenditures

**BUDGETED**  
 LCFF \$60,000

**ESTIMATED ACTUAL**  
 LCFF \$36,790.64

Action **3**

Actions/Services

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

**ACTUAL**  
 Project Lead the Way (PLTW) and the Mobile Science Lab offered a variety of classes for students in grades TK-6th at different locations in Northern California. All PLTW classes are taught by credentialed and PLTW trained Education Specialists (ESs). Teachers who participate in this training

		<p>learn to teach K-12 STEM in creative and engaging ways with the PLTW curriculum. Art classes were taught either by an Education Specialist or an approved vendor for the school. More than 30 classes were offered in two different sessions, one in the fall and one in the spring. We offered a variety of classes such as: PLTW science courses, PE, art, and math manipulative courses. We ordered supplies for the classes such as art supplies, office supplies, etc. Training was provided for the eleven teachers and all attended the PLTW conference in January.</p>
Expenditures	<p><b>BUDGETED</b> LCFF \$20,000</p>	<p><b>ESTIMATED ACTUAL</b> LCFF \$11,977.81</p>

Action **4**

Actions/Services	<p><b>PLANNED</b> 1.04 Hire a Project Lead the Way/Career &amp; Technical Education Coordinator</p>	<p><b>ACTUAL</b> A coordinator was hired to oversee and coordinate the Project Lead the Way program and Mobile Science Lab. Due to the increased costs of employment, we needed more funding than originally expected for this action item.</p>
Expenditures	<p><b>BUDGETED</b> LCFF \$32,000</p>	<p><b>ESTIMATED ACTUAL</b> LCFF \$54,044.84</p>

Action **5**

Actions/Services	<p><b>PLANNED</b> 1.05 Purchase online Brighton College CTE courses</p>	<p><b>ACTUAL</b> Brighton College is an accredited online college that offers distance learning programs in several occupational fields. Brighton offers career and technical training courses that prepare the student for successfully entering their chosen field. Each course usually takes about 8 weeks for a student to complete; students may complete a maximum of 2 courses per semester. Brighton College courses were offered at no cost to all high school students. Brighton offered the following options: Pharmacy Technician, Business Accounting Clerk, Customer Support Representative, Child Development Associate, Medical Coding and Billing, Medical Office</p>
------------------	---	--

		Specialist, Medical Records Technician, Paralegal Studies Diploma, CompTIA A+ Certificate, CompTIA Network+ Certificate, CompTIA Security+ Certificate.
Expenditures	<b>BUDGETED</b> LCFF \$10,000	<b>ESTIMATED ACTUAL</b> LCFF \$6,653.00

Action **6**

Actions/Services	<b>PLANNED</b> 1.06 Support CTE class fees with school districts	<b>ACTUAL</b> LCAP paid for 3 students to take CTE (ROP) classes with a local school district.
Expenditures	<b>BUDGETED</b> LCFF \$10,000	<b>ESTIMATED ACTUAL</b> LCFF \$1,505.00

Action **7**

Actions/Services	<b>PLANNED</b> 1.07 Provide ESi courses for High School core subjects and CTE subjects	<b>ACTUAL</b> We continued to develop our Education Specialist Instruction (ESi) program, which included a -g supplemental instruction (weekly one hour interaction with an SME instructor) or regular course instruction in the following subjects: Spanish , French, College and Career Choice, US Government, English, Trigonometry/Pre -Calculus, Geometry, Algebra 2, Computer Science, Economics. All were taught by Highly Qualified Teachers in each subject area. We also provided several individual and small group ESi tutoring sessions in core subjects such as math or science. Most of our ESi courses took place online, using Schoology (a learning management system), document cameras, and virtual writing tablets. Due to the increased costs of employment, we needed more funding than originally expected for this action item.
Expenditures	<b>BUDGETED</b> LCFF \$20,000	<b>ESTIMATED ACTUAL</b> LCFF \$21,103.75

Action **8**

Actions/Services	<b>PLANNED</b> 1.08 Hire a Guidance Coordinator	<b>ACTUAL</b> A guidance counselor was hired to be a resource to teachers, students and parents. Due to the increased costs of employment, we needed more money than originally expected for this action item.
------------------	--	---

Expenditures	<b>BUDGETED</b> LCFF \$80,000	<b>ESTIMATED ACTUAL</b> LCFF \$91,285.00
--------------	----------------------------------	---

Action **9**

Actions/Services	<b>PLANNED</b> 1.09 Provide weekly Webwise a-g online classes for students enrolled in a-g courses	<b>ACTUAL</b> We provided tutoring for a-g students to meet the one hour per week requirement for a-g courses and support student achievement.
------------------	---	---

Expenditures	<b>BUDGETED</b> LCFF \$20,000	<b>ESTIMATED ACTUAL</b> LCFF \$18,612.50
--------------	----------------------------------	---

Action **10**

Actions/Services	<b>PLANNED</b> 1.10 Purchase lab materials for a-g labs	<b>ACTUAL</b> At this point in time, funds were not needed for additional materials for a-g labs.
------------------	--	--

Expenditures	<b>BUDGETED</b> LCFF \$5,000	<b>ESTIMATED ACTUAL</b> LCFF \$0
--------------	---------------------------------	-------------------------------------

Action **11**

Actions/Services	<b>PLANNED</b> 1.11 Provide instructional support for a-g labs	<b>ACTUAL</b> We fully rely on our vendors to provide a-g lab opportunities to our students since the UCOP requires that all a-g science labs be done outside the home in independent study schools. Often, only one or two students may be in a given a-g science lab. In order to make that low enrollment a-g lab course affordable to the student, we provided additional financial support through this action step.
------------------	---	--

Expenditures	<b>BUDGETED</b> LCFF \$10,000	<b>ESTIMATED ACTUAL</b> LCFF \$3,125.00
--------------	----------------------------------	--

Action **12**

Actions/Services	<b>PLANNED</b> 1.12 Create a-g course revisions to a-g syllabi	<b>ACTUAL</b> In the 2016-2017 school year, thirteen a-g courses were updated and rewritten by teachers who are subject matter experts and have a single subject credential in the course subjects they support. Due to the increased costs of employment, we needed more funding than originally expected for this action item.
------------------	---	---

Expenditures	<p style="text-align: center;"><b>BUDGETED</b> LCFF \$15,000</p>	<p style="text-align: center;"><b>ESTIMATED ACTUAL</b> LCFF \$15,308.00</p>
--------------	--	---

**ANALYSIS**

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

Our school values the role of the parent in the education of their children. We believe in programs that offer individual learning plans for each student and parent engagement is integral to the educational process. This year through the LCAP and LCFF, actions and services were generally implemented as planned in our effort to increase the percentage of our student who are on track to graduate college and career ready. The PLTW and Mobile Science Lab offered a variety of classes for students in grades TK-6th at different locations and in the end, more than 30 classes were offered in two different sessions, one in the fall and one in the spring. We increased our CTE courses by 11 career pathways which means an additional 55 classes were added during the 2016-2017 school year. Our high school students were offered a chance to take college CTE courses through Brighton College at no cost to their instructional funds. Brighton College is an accredited online college that offers distance learning programs in several occupational fields. We also continued to offer extensive support to our a-g program by offering tutoring to students in a-g courses, as well as purchase lab supplies and instructional materials as needed. Finally, our high school guidance counselor and other Goal 1 staff were in place to offer support to both staff and students.

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

Under Goal 1, our actions and services desired to increase the percentage of students who are on track to graduate college and career ready. An additional 55 CTE courses were available which is a substantial increase over the 12 courses added the year prior. We need to continue to develop additional CTE options in the future. In the 2016-2017 school year, over 30 parent trainings were offered which is more than the 19 parent trainings offered in 2015. In the 2016-2017 school year, the average attendance was 50 parents which is an increase over the average attendance of 44 in 2015-2016. Since parent involvement is crucial to our school model, we will continue to expand our parent training opportunities. This year, 31% of high school students were working towards a-g requirements in the 2016-2017 school year. Approximately, 10% of our high school students are on a particular CTE pathway.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Due to the increased costs of employment, we needed more funding than originally expected for certain salary and stipend action items. As a school that values parent choice, our students are not required to participate in our programs so some of the action items had less spending than anticipated (such as CTE courses). It was also difficult to estimate the amount of funding needed for large projects such as Project Lead the Way so there were funds remaining unspent at the end of the year. Finally, at this point in time, funds were not needed for additional materials for a-g labs.

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.

Based on stakeholder feedback and analysis of the LCFF Rubrics, several changes were made to the action items under this goal for the 2017-2018 school year. We will continue to focus on expanding our Project Lead the Way program to give students even more opportunities to take a-g or CTE courses. We have kept funding to support CTE courses at Brighton College and facilities costs with Drone University to encourage more student participation and expand our CTE program. We have discontinued offering financial support for ROP/CTE courses held in local districts as the costs became extremely high. In addition, we need to develop a better way to track the students who are on a CTE pathway so plan to incorporate a tracking system in our school database.

# Annual Update

LCAP Year Reviewed: 2016-17

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

## Goal 2

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

State and/or Local Priorities Addressed by this goal:

STATE	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	2	<input checked="" type="checkbox"/>	3	<input checked="" type="checkbox"/>	4	<input checked="" type="checkbox"/>	5	<input checked="" type="checkbox"/>	6	<input checked="" type="checkbox"/>	7	<input checked="" type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

2A) Increase the percentage of students scoring at or above grade level (as measured by i-Ready) by 2% over previous year  
 2B) Increase the percentage of students scoring at or above grade level (as measured by CAASPP) by 2% over previous year  
 2C) Increase the high school graduation rate by 2% over the previous year

#### ACTUAL

2A) In ELA, 56% of South Sutter students tested at or above grade level in 2016-2017, compared to 60% testing at or above grade level in 2015-2016. In math, 49% of South Sutter students tested at or above grade level in 2016-2017, compared to 49% testing at or above grade level in 2015-2016.  
 2B) According to the data available on the California Dashboard, student performance declined by 10 points in ELA yet increased by 5 points in Math.  
 2C) Data on graduation rates is available through the 2015-2016 school year. The graduation rate increased from 83% in 2014-2015 to 86% for the 2015-2016 school 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

Actions/Services	<b>PLANNED</b> 2.01 Track CAASPP data	<b>ACTUAL</b> 2016-2017 marked the second year of testing results at the individual student level under CAASPP. We have been able
------------------	--	--

		to establish proficiency baselines for both ELA and Math with this data and analyze data via the California Dashboard.
Expenditures	BUDGETED LCFF \$0.00	ESTIMATED ACTUAL LCFF \$0

Action **2**

Actions/Services	PLANNED 2.02 Purchase i-Ready intervention curriculum	ACTUAL i-Ready Intervention curriculum was purchased for students needing intensive support.
Expenditures	BUDGETED LCFF \$65,000	ESTIMATED ACTUAL LCFF \$60,000.00

Action **3**

Actions/Services	PLANNED 2.03 Provide i-Ready webinars for teachers and parents	ACTUAL Built for the Common Core, i-Ready is a K–12 adaptive online diagnostic for reading and mathematics, pinpointing student needs down to the sub-skill level. Six i-ready parent & teacher webinars were offered in the spring of 2017. Parents and teachers learned how to better utilize the i-Ready system and see how the materials are customized to meet the student’s individual needs. The webinar also focused on the i-Ready Diagnostic - what it is, how it works (including why students are asked such challenging questions), what information it produces, and how it monitors growth. A recording of the parent webinar is offered on the school website.
Expenditures	BUDGETED LCFF \$3,000	ESTIMATED ACTUAL LCFF \$2,435.63

Action **4**

Actions/Services	PLANNED 2.04 Purchase online intervention curriculum	ACTUAL Many different online Intervention curriculum programs were purchased for ELA and Math for students needing intervention. Curriculum available to students and teachers included: Reading Eggs, Reading Eggspress. Explode the Code, Lexia, Read Naturally, Reading Plus, IXL, i-Ready, Ten Marks, Fastt Math, ALEKS intervention and SumDog.
Expenditures	BUDGETED LCFF \$25,000	ESTIMATED ACTUAL LCFF \$9,764.83

Action **5**

<p>Actions/Services</p>	<p><b>PLANNED</b> 2.05 Purchase print intervention curriculum</p>	<p><b>ACTUAL</b> Many different print Intervention curriculum programs were purchased for ELA and Math students needing intervention. Curriculum available to students and teachers included: Explode the Code, Curriculum Associates CARS/STARS, Phonics for Reading, Focus on Reading, Zoom In, Evan Moor, Jamestown World Works, Jamestown in the Spotlight, Collections (Houghton Mifflin), Daybooks, Ready Common Core, Evan Moor Daily Math Practice, Curriculum Associates Focus on Math, Key To, CAMS/STAMS/SOLVE and Developmental Math.</p>
<p>Expenditures</p>	<p><b>BUDGETED</b> LCFF \$30,000</p>	<p><b>ESTIMATED ACTUAL</b> LCFF \$12,552.42</p>

Action **6**

<p>Actions/Services</p>	<p><b>PLANNED</b> 2.06 Provide online, in person or group intervention tutoring for students scoring 2 grade levels below as measured by i-Ready</p>	<p><b>ACTUAL</b> Low-performing students (2 levels below in ELA or Math) were offered one on one or small group tutoring at their level to increase their math or ELA proficiency levels. This year, approximately 248 students participated in intervention tutoring.</p>
<p>Expenditures</p>	<p><b>BUDGETED</b> LCFF \$140,000</p>	<p><b>ESTIMATED ACTUAL</b> LCFF \$137,660.00</p>

Action **7**

<p>Actions/Services</p>	<p><b>PLANNED</b> 2.07 Hire High School Online Curriculum Expert(s) to be resources to teachers, student and parents</p>	<p><b>ACTUAL</b> Two high school online curriculum experts were hired to be a resource to teachers, students and parents. Due to the increased costs of employment, we needed more money than originally expected for this action item.</p>
<p>Expenditures</p>	<p><b>BUDGETED</b> LCFF \$10,000</p>	<p><b>ESTIMATED ACTUAL</b> LCFF \$11,284.00</p>

Action **8**

<p>Actions/Services</p>	<p><b>PLANNED</b> 2.08 Hire Intervention Curriculum Experts to be a resource to teachers, student and parents</p>	<p><b>ACTUAL</b></p>
-------------------------	---	----------------------

		Two intervention curriculum experts (a math expert and an ELA expert) were hired to be a resource to teachers, students and parents.
Expenditures	<b>BUDGETED</b> LCFF \$16,000	<b>ESTIMATED ACTUAL</b> LCFF \$13,540.80

Action **9**

Actions/Services	<b>PLANNED</b> 2.09 Provide ESi (Education Specialist Instruction) tutoring for intervention students	<b>ACTUAL</b> We continued to develop our Education Specialist Instruction (ESi) program and provided individual and small group ESi tutoring sessions in Math and English Language Arts. Most of our ESi courses took place in person or online, using Schoology (a learning management system), document cameras, and virtual writing tablets.
Expenditures	<b>BUDGETED</b> LCFF \$20,000	<b>ESTIMATED ACTUAL</b> LCFF \$10,406.00

Action **10**

Actions/Services	<b>PLANNED</b> 2.10 Provide ESi small group tutoring for special education students	<b>ACTUAL</b> While we continued to develop our Education Specialist Instruction (ESi) program, there was a lack of ESi tutors available for special education students so tutoring vendors were used to offer instructional support to special education students. Thirty-two special education students in grades 4-12 completed small group or individual tutoring.
Expenditures	<b>BUDGETED</b> LCFF \$10,000	<b>ESTIMATED ACTUAL</b> LCFF \$9,990.00

Action **11**

Actions/Services	<b>PLANNED</b> 2.11 Purchase Writing Initiative materials (stipends and materials)	<b>ACTUAL</b> During the 2016/2017 school year, our school launched "The Writing Initiative." LCAP funding allowed our school to contract with four writing vendors to host live webinars for our families and education specialists. A total of 13 one-two hour webinars were offered via live, interactive web broadcasts. Each of these webinars was recorded and can be viewed at any time. Additionally, LCAP funding allowed our schools to
------------------	---	--

		purchase a variety of print writing materials from various writing programs. These materials are housed in our school's curriculum library and can be checked out by our families for use at home with their student(s).
Expenditures	<b>BUDGETED</b> LCFF \$28,000	<b>ESTIMATED ACTUAL</b> LCFF \$28,322.46

Action **12**

Actions/Services	<b>PLANNED</b> 2.13 Hire a Lead Intervention Curriculum Expert to coordinate and oversee intervention experts	<b>ACTUAL</b> A Lead Intervention Curriculum Expert was hired to coordinate and oversee the Math and ELA intervention experts. Due to the increased costs of employment, we needed more funding than originally expected for this action item.
Expenditures	<b>BUDGETED</b> LCFF \$10,000	<b>ESTIMATED ACTUAL</b> LCFF \$11,284.00

Action **13**

Actions/Services	<b>PLANNED</b> 2.14 Establish the Resource Center	<b>ACTUAL</b> SSCS continues to be in the process of acquiring a facility to create this space. Due to geographic limitations and recent precedent-setting litigation in California, we were unable to establish a new resource center during the 2016-17 school year. Staffing was maintained for the curriculum warehouse for the 2016-17 school year.
Expenditures	<b>BUDGETED</b> LCFF \$270,000	<b>ESTIMATED ACTUAL</b> LCFF \$173,177.35

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

Our school values the role of the parent in the education of their children. We believe in programs that offer individual learning plans for each student and parent engagement is integral to the educational process. This year through the LCAP and LCFF, actions and services were generally implemented as planned in our effort to increase the achievement of low-performing students in ELA and Math. We offered print and online interventions to our low performing students and if two grade levels or more below, students were offered 6-8 weeks of tutoring. Our stakeholders agreed, via an LCAP survey, that intervention services were extremely important and the tutoring options were highly requested for future years. Due to the recent litigation in California regarding geographic limitations of facilities, we were unable to establish a resource center this year. This continues to be an important action according to our stakeholder surveys and we will further our progress in the coming school year.

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

Under Goal 2, our actions and services looked to increase the achievement of low-performing students in ELA and Math. Data on graduation rates is available through the 2015-2016 school year. The graduation rate increased from 83% in 2014-2015 to 86% for the 2015-2016 school year. However, according to the data available on the California Dashboard, student performance declined by 10 points in ELA yet increased by 5 points in Math. We also recognize that we did not meet one of our measurable outcomes, 2A, which was to increase the percentage of students scoring at or above grade level (as measured by i-Ready) by 2% over previous year. We have a several contributing factors that impacted our i-ready scores this year. We had an increase in student enrollment and thus, we had quite a few new students testing that were unfamiliar with the i-ready testing format. We also moved the second i-ready testing window earlier in the year to be more of "mid-year" assessment and to help prepare students for the CAASPP. Thus, our students had a shorter time between the two i-ready assessments and less time to master grade level content. Therefore, we will continue to focus on action and services that support the achievement of low-performing students.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

As a school that values parent choice, our students are not required to participate in intervention programs so some of the action items had less spending than anticipated (such as online and print intervention). Due to the increased costs of employment, we needed more funding than originally expected under salary and stipend action items in Goal 1.

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.

Based on stakeholder feedback and analysis of the LCFF Rubrics, several changes were made to the action items under this goal for the 2017-2018 school year. In English Language Arts, all statistically significant student groups are performing within one performance level of the "all students" level. In Mathematics, two subgroups (socioeconomically disadvantaged and students with disabilities) are performing two levels below the "all students." We are aware that our students with disabilities and socio-economically disadvantaged are performing lower than the school wide performance. To address this gap, the following actions and services will continue to be offered in 2017-2018:

- 1) Purchase print and online intervention curriculum for at-risk students (LCAP Goal 2)

- 2) Provide additional tutoring for at all risk students (LCAP Goal 2)
- 3) Provide additional tutoring for students with disabilities (LCAP Goal 2)

# Annual Update

LCAP Year Reviewed: 2016-17

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

## Goal 3

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

State and/or Local Priorities Addressed by this goal:

STATE	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	2	<input type="checkbox"/>	3	<input checked="" type="checkbox"/>	4	<input checked="" type="checkbox"/>	5	<input checked="" type="checkbox"/>	6	<input checked="" type="checkbox"/>	7	<input checked="" type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

3A) Increase the percentage of EL students making progress on the CELDT (AMAO 1) by 2% over prior year and/or increase more than one grade level as measured by i-Ready post assessment.  
 3B) Increase the graduation rate of EL students by 2% over previous year

#### ACTUAL

3A) 45% of EL students gained 1 or more performance levels over the previous year's test, compared to 41% the previous year.  
 3B) According to the data available on the California Dashboard, the graduation rate of English Learners increased significantly by 16.6%.

### ACTIONS / SERVICES

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

#### Action 1

Actions/Services

**PLANNED**  
 3.01 Provide computers and MiFi for internet access for EL students for access to intervention services.

**ACTUAL**  
 MiFi internet devices and other technology support products such as Google Chrome books were provided to EL students, as needed, to access EL and intervention services.

Expenditures	<b>BUDGETED</b> LCFF \$25,000	<b>ESTIMATED ACTUAL</b> LCFF 14,644.35
Action	<b>2</b>	
Actions/Services	<b>PLANNED</b> 3.02 Provide Education Specialist Instruction (ESi) supplemental online tutoring for EL students	<b>ACTUAL</b> While we continued to develop our Education Specialist Instruction (ESi) program, there was a lack of ESi tutors available for EL students. We look forward to increasing our ESi teacher staff next year to better serve our EL population.
Expenditures	<b>BUDGETED</b> LCFF \$5,000	<b>ESTIMATED ACTUAL</b> LCFF \$0
Action	<b>3</b>	
Actions/Services	<b>PLANNED</b> 3.03 Provide online or in person tutoring for EL students with vendors	<b>ACTUAL</b> EL students were offered one on one tutoring to help them access the Core curriculum and assist with English Language Development.
Expenditures	<b>BUDGETED</b> LCFF \$50,000	<b>ESTIMATED ACTUAL</b> LCFF \$48,970.00
Action	<b>4</b>	
Actions/Services	<b>PLANNED</b> 3.04 Purchase EL online curriculum	<b>ACTUAL</b> Online EL curriculum was purchased for all EL students to increase student achievement.
Expenditures	<b>BUDGETED</b> LCFF \$7,000	<b>ESTIMATED ACTUAL</b> LCFF \$3,960.00
Action	<b>5</b>	
Actions/Services	<b>PLANNED</b> 3.05 Purchase alternative print/online EL curriculum for EL students	<b>ACTUAL</b> Supplemental EL curriculum, such as CELDT and Evan Moore workbooks, were purchased for EL students to increase student achievement.
Expenditures	<b>BUDGETED</b> LCFF \$10,000	<b>ESTIMATED ACTUAL</b> LCFF \$734.76

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

Our school values the role of the parent in the education of their children. We believe in programs that offer individual learning plans for each student and parent engagement is integral to the educational process. This year through the LCAP and LCFF, actions and services were generally implemented as planned in our effort to increase the percentage of EL students who achieve proficiency in ELA & Math. EL students were provided with online curriculum, tutoring in math or ELA and Mifi devices if Internet access was needed in the home.

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

Under Goal 3, our actions and services looked to increase the percentage of EL students who achieve proficiency in ELA & Math. 45% of EL students gained 1 or more performance levels over the previous year's test, compared to 41% the previous year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The estimated actual expenditures were close to the budgeted expenditures except for a few action items. Online EL curriculum was purchased for all EL students but not all of budgeted funds were spent. While we continued to develop our Education Specialist Instruction (ESi) program, there was a lack of ESi tutors available for EL students so no funds were spent on ESi tutoring. In addition, while alternative EL curriculum was offered, there was an excess in funds since the actual expenditures were quite low.

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.

Based on stakeholder feedback and analysis of the LCFF Rubrics, several changes were made under this goal for the 2017-2018 school year. In English Language Arts, all statistically significant student groups are performing within one performance level of the "all students" level. In Mathematics, two subgroups (socioeconomically disadvantaged and students with disabilities) are performing two levels below the "all students." We are aware that our English Learners are performing lower than the school wide performance. To address this gap, the following actions and services will continue to be offered in 2017-2018:  
1) Continue to provide additional tutoring for English Learners (LCAP Goal 3)

# Stakeholder Engagement

LCAP Year

2017-18  2018-19  2019-20

## INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

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

10/6/16 Parent Council Meeting

10/20/2016 LCAP Advisory Meeting

12/6/2016 Townhall Meeting

2/7/17 Stakeholder Survey: Which action items will best support our students in 2017-2018?

3/30/17 LCAP Stakeholder Advisory Meeting

4/27/17 LCAP Stakeholder Advisory Meeting

5/11/2017 Governing Board Meeting

## IMPACT ON LCAP AND ANNUAL UPDATE

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

Based on discussions of the annual update, the stakeholders came to the consensus that our goals for 2016-2017 were still very relevant and should continue in a similar fashion for 2017-2018. We will focus on:

1. Greater Career and Technical Education access
2. Writing Initiative parent webinars
3. Increase teacher led opportunities - ESi instruction
4. Individual assistance in form of online and in-person tutoring
5. Continuing to develop the Project Lead the Way (PLTW) program

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

1. Continue to provide instructional and curricular support to a-g courses and labs
2. Increase Career and Technical Education offerings
3. Create a resource center
4. Continue to offer online and in-person tutoring options for students
5. Continue to offer intervention curriculum

# 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.

New
  Modified
  Unchanged

### Goal 1

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

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL

Identified Need

While some CTE courses were added this past year, there is still room for growth and additional CTE course offerings are needed. The stakeholder survey showed that a majority of the families wanted their students to be prepared at a rigorous level for both college and career pathways.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1A) Increase percentage of students graduating from high school with UC (A-G) transcript. Beginning with the Class of 2018, 50% of the students will be working toward completing either the UC/CSU/Community College course pathway or a CTE pathway.	31% of high school students were working towards a-g requirements in the 2016-2017 school year. Approximately, 10% of our high school students are on a particular CTE pathway.			
1B) Increase the number of CTE courses available to students.	We increased our CTE courses by 11 career pathways which means an additional 55 classes were added during the 2016-2017 school year.			
1C) Increase training programs, classes, webinars, and/or sessions for ESs and Parent	In the 2016-2017 school year, over 30 parent trainings were offered. These included specific			

<p>Educators to minimum of 3 per year.</p>	<p>trainings on our intervention print and online curriculum for both math and ELA, numerous webinars for parents focused on writing, and other general webinars on technology, teaching philosophies and guidance</p>			
<p>1D) Increase the attendance / participation rates at Parent Educator Trainings to a minimum of 10% of the parent population and 100% ES participation in professional development opportunities</p>	<p>In the 2016-2017 school year, the average attendance was 50 parents. Many of the webinars were recorded and some were posted on a parent YouTube channel and had an average of 65 views. The channel had 3272 more views this year than last year. One video had over 1800 views (not included in the average). Additionally, all ESs were required to complete 2 hours of professional development. This year, we offered over 35 workshops and virtual webinars, aimed at improving technology skills, knowledge of the curriculum and assessment resources.</p>			

**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:**

<p><u>Students to be Served</u></p>	<p><input checked="" type="checkbox"/> All    <input type="checkbox"/> Students with Disabilities    <input type="checkbox"/> [Specific Student Group(s)]</p>
<p><u>Location(s)</u></p>	<p><input checked="" type="checkbox"/> All Schools    <input type="checkbox"/> Specific Schools: _____    <input type="checkbox"/> Specific Grade spans: _____</p>

**OR**

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

[Students to be Served](#)  English Learners  Foster Youth  Low Income

[Scope of Services](#)  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

[Location\(s\)](#)  All Schools  Specific Schools:  Specific Grade spans:

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
1.01 Create a-g course revisions to a-g syllabi		

**BUDGETED EXPENDITURES**

2017-18	2018-19	2019-20
Amount: \$2,944 Source: LCFF	Amount: Source:	Amount: Source:

Action **2**

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

[Students to be Served](#)  All  Students with Disabilities  [Specific Student Group(s)]

[Location\(s\)](#)  All Schools  Specific Schools:  Specific Grade spans:

OR

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

[Students to be Served](#)  English Learners  Foster Youth  Low Income

[Scope of Services](#)  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

All Schools  Specific Schools:  Specific Grade spans:

[ACTIONS/SERVICES](#)

**2017-18**

New  Modified  Unchanged

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

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

[BUDGETED EXPENDITURES](#)

**2017-18**

Amount \$60,000

Source LCFF

**2018-19**

Amount

Source

**2019-20**

Amount

Source

Action **3**

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

[Students to be Served](#)

All  Students with Disabilities  [Specific Student Group(s)]

[Location\(s\)](#)

All Schools  Specific Schools:  Specific Grade spans:

OR

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

[Students to be Served](#)

English Learners  Foster Youth  Low Income

[Scope of Services](#)

LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

All Schools  Specific Schools:  Specific Grade spans:

[ACTIONS/SERVICES](#)

2017-18

New  Modified  Unchanged

2018-19

New  Modified  Unchanged

2019-20

New  Modified  Unchanged

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

BUDGETED EXPENDITURES

2017-18

Amount \$20,000

Source LCFF

2018-19

Amount

Source

2019-20

Amount

Source

Action **4**

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

Students to be Served

All  Students with Disabilities  [Specific Student Group(s)]

Location(s)

All Schools  Specific Schools:  Specific Grade spans:

OR

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

Students to be Served

English Learners  Foster Youth  Low Income

Scope of Services

LEA-wide  Schoolwide OR  Limited to Unduplicated Student Group(s)

Location(s)

All Schools  Specific Schools:  Specific Grade spans:

ACTIONS/SERVICES

2017-18

New  Modified  Unchanged

2018-19

New  Modified  Unchanged

2019-20

New  Modified  Unchanged

1.04 Maintain Project Lead the Way (PLTW) Coordinator position

**BUDGETED EXPENDITURES**

**2017-18**

Amount \$45,480  
Source LCFF

**2018-19**

Amount  
Source

**2019-20**

Amount  
Source

Action **5**

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

Students to be Served

All  Students with Disabilities  [Specific Student Group(s)]

Location(s)

All Schools  Specific Schools:  Specific Grade spans:

OR

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

Students to be Served

English Learners  Foster Youth  Low Income

Scope of Services

LEA-wide  Schoolwide OR  Limited to Unduplicated Student Group(s)

Location(s)

All Schools  Specific Schools:  Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

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

**BUDGETED EXPENDITURES**

**2017-18**

**2018-19**

**2019-20**

Amount   
 Source

Amount   
 Source

Amount   
 Source

**Action 6**

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

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)]

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

OR

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

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

1.06 Maintain History and Science Chair teacher positions

BUDGETED EXPENDITURES

**2017-18**

Amount   
 Source

**2018-19**

Amount   
 Source

**2019-20**

Amount   
 Source

Action **7**

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

<a href="#">Students to be Served</a>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> <u>[Specific Student Group(s)]</u>
<a href="#">Location(s)</a>	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

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

<a href="#">Students to be Served</a>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<a href="#">Scope of Services</a>	<input type="checkbox"/> LEA-wide	<input checked="" type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<a href="#">Location(s)</a>	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

ACTIONS/SERVICES

	2017-18	2018-19	2019-20
	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
1.07 Maintain WASC accreditation staffing			

BUDGETED EXPENDITURES

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

Action **8**

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

<a href="#">Students to be Served</a>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> <u>[Specific Student Group(s)]</u>
---------------------------------------	---	---	---

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

OR

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

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

1.08 Maintain Guidance Coordinator staffing

BUDGETED EXPENDITURES

**2017-18**

Amount \$90,960

Source LCFF

**2018-19**

Amount

Source

**2019-20**

Amount

Source

Action **9**

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

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)]

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

OR

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

[Students to be Served](#)

- English Learners     Foster Youth     Low Income

[Scope of Services](#)

- LEA-wide     Schoolwide    **OR**     Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

- All Schools     Specific Schools:     Specific Grade spans:

[ACTIONS/SERVICES](#)

**2017-18**

- New     Modified     Unchanged

**2018-19**

- New     Modified     Unchanged

**2019-20**

- New     Modified     Unchanged

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

[BUDGETED EXPENDITURES](#)

**2017-18**

Amount    \$11,775

Source    LCFF

**2018-19**

Amount

Source

**2019-20**

Amount

Source

Action **10**

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

[Students to be Served](#)

- All     Students with Disabilities     [Specific Student Group(s)]

[Location\(s\)](#)

- All Schools     Specific Schools:     Specific Grade spans:

OR

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

[Students to be Served](#)

- English Learners     Foster Youth     Low Income

Scope of Services

LEA-wide     Schoolwide    **OR**     Limited to Unduplicated Student Group(s)

Location(s)

All Schools     Specific Schools:     Specific Grade spans:

ACTIONS/SERVICES

**2017-18**

New     Modified     Unchanged

**2018-19**

New     Modified     Unchanged

**2019-20**

New     Modified     Unchanged

1.10 Maintain a-g lab materials cost support

BUDGETED EXPENDITURES

**2017-18**

Amount    \$7,000

Source    LCFF

**2018-19**

Amount

Source

**2019-20**

Amount

Source

Action **11**

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

Students to be Served

All     Students with Disabilities     [Specific Student Group(s)]

Location(s)

All Schools     Specific Schools:     Specific Grade spans:

**OR**

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

Students to be Served

English Learners     Foster Youth     Low Income

Scope of Services

LEA-wide     Schoolwide    **OR**     Limited to Unduplicated Student Group(s)

Location(s)

All Schools     Specific Schools:     Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

1.11 Maintain a-g lab instructional cost support

**BUDGETED EXPENDITURES**

**2017-18**

Amount \$2,500

Source LCFF

**2018-19**

Amount

Source

**2019-20**

Amount

Source

Action **12**

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

Students to be Served

All  Students with Disabilities  [Specific Student Group(s)]

Location(s)

All Schools  Specific Schools:  Specific Grade spans:

OR

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

Students to be Served

English Learners  Foster Youth  Low Income

Scope of Services

LEA-wide  Schoolwide OR  Limited to Unduplicated Student Group(s)

Location(s)

All Schools  Specific Schools:  Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

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

**BUDGETED EXPENDITURES**

**2017-18**

Amount	\$3,000
Source	LCFF

**2018-19**

Amount	
Source	

**2019-20**

Amount	
Source	

# 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.

New
  Modified
  Unchanged

### Goal 2

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

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL

Identified Need

In 2016-2017, 56% of South Sutter students tested at or above grade level on the i-Ready in English Language Arts and 49% tested at or above grade level in math.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
2A) Increase the percentage of students scoring at or above grade level (as measured by i-Ready) by 2% over previous year	In ELA, 56% of South Sutter students tested at or above grade level in 2016-2017. In math, 49% of South Sutter students tested at or above grade level in 2016-2017.			
2B) Increase the performance level (as measured by the CAASPP) in ELA and Math by 2 points over the previous year	According to the data available on the California Dashboard, student performance declined by 10 points in ELA yet increased by 5 points in Math.			
2C) Increase the high school graduation rate by 2% over the previous year	Data on graduation rates is available through the 2015-2016 school year. The graduation rate was 86% for the 2015-2016 school year.			

**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:**

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)]
<u>Location(s)</u>	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

**OR**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input checked="" type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

**ACTIONS/SERVICES**

	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
2.01 Track and analyze CAASPP academic & participation data			

**BUDGETED EXPENDITURES**

	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
Amount	\$14,150		
Source	LCFF		

Action **2**

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

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)]

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

OR

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

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide OR  Limited to Unduplicated Student Group(s)

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

2.02 Purchase i-Ready intervention curriculum

BUDGETED EXPENDITURES

**2017-18**

Amount \$83,700

Source LCFF

**2018-19**

Amount

Source

**2019-20**

Amount

Source

Action **3**

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

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)]

[Location\(s\)](#)  All Schools  Specific Schools:  Specific Grade spans:

OR

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

[Students to be Served](#)  English Learners  Foster Youth  Low Income

[Scope of Services](#)  LEA-wide  Schoolwide OR  Limited to Unduplicated Student Group(s)

[Location\(s\)](#)  All Schools  Specific Schools:  Specific Grade spans:

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

2.03 Provide i-Ready webinars for teachers and parents

BUDGETED EXPENDITURES

**2017-18**

Amount \$1,000  
Source LCFF

**2018-19**

Amount  
Source

**2019-20**

Amount  
Source

Action **4**

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

[Students to be Served](#)  All  Students with Disabilities  [Specific Student Group(s)]

[Location\(s\)](#)  All Schools  Specific Schools:  Specific Grade spans:

OR

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

[Students to be Served](#)  English Learners  Foster Youth  Low Income

[Scope of Services](#)  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

[Location\(s\)](#)  All Schools  Specific Schools:  Specific Grade spans:

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
2.04 Purchase online intervention curriculum		

**BUDGETED EXPENDITURES**

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

Action **5**

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

[Students to be Served](#)  All  Students with Disabilities  [Specific Student Group(s)]

[Location\(s\)](#)  All Schools  Specific Schools:  Specific Grade spans:

**OR**

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

[Students to be Served](#)  English Learners  Foster Youth  Low Income

[Scope of Services](#)  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

All Schools  Specific Schools:  Specific Grade spans:

[ACTIONS/SERVICES](#)

**2017-18**

New  Modified  Unchanged

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

2.05 Purchase print intervention curriculum

[BUDGETED EXPENDITURES](#)

**2017-18**

Amount \$14,000

Source LCFF

**2018-19**

Amount

Source

**2019-20**

Amount

Source

Action **6**

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

[Students to be Served](#)

All  Students with Disabilities  [\[Specific Student Group\(s\)\]](#)

[Location\(s\)](#)

All Schools  Specific Schools:  Specific Grade spans:

OR

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

[Students to be Served](#)

English Learners  Foster Youth  Low Income

[Scope of Services](#)

LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

All Schools  Specific Schools:  Specific Grade spans:

[ACTIONS/SERVICES](#)

**2017-18**

New  Modified  Unchanged

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

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

**BUDGETED EXPENDITURES**

**2017-18**

Amount \$175,000  
Source LCFF

**2018-19**

Amount  
Source

**2019-20**

Amount  
Source

Action **7**

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

Students to be Served

All  Students with Disabilities  [Specific Student Group(s)]

Location(s)

All Schools  Specific Schools:  Specific Grade spans:

OR

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

Students to be Served

English Learners  Foster Youth  Low Income

Scope of Services

LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)

All Schools  Specific Schools:  Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

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

**BUDGETED EXPENDITURES**

**2017-18**

Amount   
 Source

**2018-19**

Amount   
 Source

**2019-20**

Amount   
 Source

Action **8**

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

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)]

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

OR

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

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

2.08 Maintain English and Math Chair teacher positions

**BUDGETED EXPENDITURES**

**2017-18**

**2018-19**

**2019-20**

Amount   
 Source

Amount   
 Source

Amount   
 Source

**Action 9**

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

[Students to be Served](#)  All  Students with Disabilities  [\[Specific Student Group\(s\)\]](#)

[Location\(s\)](#)  All Schools  Specific Schools:  Specific Grade spans:

OR

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

[Students to be Served](#)  English Learners  Foster Youth  Low Income

[Scope of Services](#)  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

[Location\(s\)](#)  All Schools  Specific Schools:  Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

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

**BUDGETED EXPENDITURES**

**2017-18**

Amount   
 Source

**2018-19**

Amount   
 Source

**2019-20**

Amount   
 Source

Action **10**

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input checked="" type="checkbox"/> Students with Disabilities	<input type="checkbox"/> <u>[Specific Student Group(s)]</u>
<u>Location(s)</u>	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input checked="" type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

2.10 Provide small group tutoring for special education students

BUDGETED EXPENDITURES

**2017-18**

Amount \$10,000

Source LCFF

**2018-19**

Amount

Source

**2019-20**

Amount

Source

Action **11**

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

[Students to be Served](#)  All  Students with Disabilities  [\[Specific Student Group\(s\)\]](#)

[Location\(s\)](#)  All Schools  Specific Schools:  Specific Grade spans:

OR

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

[Students to be Served](#)  English Learners  Foster Youth  Low Income

[Scope of Services](#)  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

[Location\(s\)](#)  All Schools  Specific Schools:  Specific Grade spans:

**[ACTIONS/SERVICES](#)**

**2017-18**

New  Modified  Unchanged

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

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

**[BUDGETED EXPENDITURES](#)**

**2017-18**

Amount \$2,000  
Source LCFF

**2018-19**

Amount  
Source

**2019-20**

Amount  
Source

Action **12**

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

[Students to be Served](#)  All  Students with Disabilities  [\[Specific Student Group\(s\)\]](#)

[Location\(s\)](#)  All Schools  Specific Schools:  Specific Grade spans:

OR

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

Students to be Served

- English Learners     Foster Youth     Low Income

Scope of Services

- LEA-wide     Schoolwide    **OR**     Limited to Unduplicated Student Group(s)

Location(s)

- All Schools     Specific Schools:     Specific Grade spans:

ACTIONS/SERVICES

**2017-18**

- New     Modified     Unchanged

**2018-19**

- New     Modified     Unchanged

**2019-20**

- New     Modified     Unchanged

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

BUDGETED EXPENDITURES

**2017-18**

Amount    \$3,667

Source    LCFF

**2018-19**

Amount

Source

**2019-20**

Amount

Source

Action **13**

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

Students to be Served

- All     Students with Disabilities     [Specific Student Group(s)]

Location(s)

- All Schools     Specific Schools:     Specific Grade spans:

OR

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

[Students to be Served](#)  English Learners  Foster Youth  Low Income

[Scope of Services](#)  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

[Location\(s\)](#)  All Schools  Specific Schools:  Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

2.13 Provide Writing Initiative parent webinar training

**BUDGETED EXPENDITURES**

**2017-18**

Amount \$4,000

Source LCFF

**2018-19**

Amount

Source

**2019-20**

Amount

Source

Action **14**

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

[Students to be Served](#)  All  Students with Disabilities  [Specific Student Group(s)]

[Location\(s\)](#)  All Schools  Specific Schools:  Specific Grade spans:

**OR**

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

[Students to be Served](#)  English Learners  Foster Youth  Low Income

[Scope of Services](#)  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

All Schools  Specific Schools:  Specific Grade spans:

[ACTIONS/SERVICES](#)

**2017-18**

New  Modified  Unchanged

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

2.14 Analyze testing results and the effectiveness of our Intervention program

[BUDGETED EXPENDITURES](#)

**2017-18**

Amount \$5,000

Source LCFF

**2018-19**

Amount

Source

**2019-20**

Amount

Source

Action **15**

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

[Students to be Served](#)

All  Students with Disabilities  [Specific Student Group(s)]

[Location\(s\)](#)

All Schools  Specific Schools:  Specific Grade spans:

OR

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

[Students to be Served](#)

English Learners  Foster Youth  Low Income

[Scope of Services](#)

LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

All Schools  Specific Schools:  Specific Grade spans:

[ACTIONS/SERVICES](#)

**2017-18**

New  Modified  Unchanged

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

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

BUDGETED EXPENDITURES

**2017-18**

Amount \$2,000

Source LCFF

**2018-19**

Amount

Source

**2019-20**

Amount

Source

Action **16**

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

Students to be Served

All  Students with Disabilities  [Specific Student Group(s)]

Location(s)

All Schools  Specific Schools:  Specific Grade spans:

OR

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

Students to be Served

English Learners  Foster Youth  Low Income

Scope of Services

LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)

All Schools  Specific Schools:  Specific Grade spans:

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

2.16 Establish and improve the resource center

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

**BUDGETED EXPENDITURES**

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

Action **17**

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

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)]

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

OR

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

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
2.17 Maintain staffing at the Resource Center		

**BUDGETED EXPENDITURES**

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

Source	LCFF
--------	------

Source	
--------	--

Source	
--------	--

# 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.

New
  Modified
  Unchanged

### Goal 3

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

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL

Identified Need

According to the California Dashboard, our English Learner students scored 70 points below Level 3 in ELA and 76 points below Level 3 in Math.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
3A) Increase the percentage of EL students making progress on the CELDT (AMAO 1) by 2% over prior year and/or increase the percentage of students scoring at or above grade level (as measured by i-Ready) by 2% over previous year.	45% of EL students gained 1 or more performance levels over the previous year's test, compared to 41% the previous year.			
3B) Increase the graduation rate of EL students by 2% over previous year	According to the data available on the California Dashboard, the graduation rate of English Learners increased significantly by 16.6%.			

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:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> <u>[Specific Student Group(s)]</u>
<u>Location(s)</u>	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input checked="" type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

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

BUDGETED EXPENDITURES

**2017-18**

Amount \$10,000  
Source LCFF

**2018-19**

Amount  
Source

**2019-20**

Amount  
Source

Action **2**

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

[Students to be Served](#)  All  Students with Disabilities  [\[Specific Student Group\(s\)\]](#)

[Location\(s\)](#)  All Schools  Specific Schools:  Specific Grade spans:

OR

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

[Students to be Served](#)  English Learners  Foster Youth  Low Income

[Scope of Services](#)  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

[Location\(s\)](#)  All Schools  Specific Schools:  Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

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

**BUDGETED EXPENDITURES**

**2017-18**

Amount \$5,000  
Source LCFF

**2018-19**

Amount  
Source

**2019-20**

Amount  
Source

Action **3**

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

[Students to be Served](#)  All  Students with Disabilities  [\[Specific Student Group\(s\)\]](#)

[Location\(s\)](#)  All Schools  Specific Schools:  Specific Grade spans:

OR

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

Students to be Served

- English Learners     Foster Youth     Low Income

Scope of Services

- LEA-wide     Schoolwide    **OR**     Limited to Unduplicated Student Group(s)

Location(s)

- All Schools     Specific Schools:     Specific Grade spans:

ACTIONS/SERVICES

**2017-18**

- New     Modified     Unchanged

**2018-19**

- New     Modified     Unchanged

**2019-20**

- New     Modified     Unchanged

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

BUDGETED EXPENDITURES

**2017-18**

Amount    \$60,000

Source    LCFF

**2018-19**

Amount

Source

**2019-20**

Amount

Source

Action **4**

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

Students to be Served

- All     Students with Disabilities     [Specific Student Group(s)]

Location(s)

- All Schools     Specific Schools:     Specific Grade spans:

OR

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

[Students to be Served](#)  English Learners  Foster Youth  Low Income

[Scope of Services](#)  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

[Location\(s\)](#)  All Schools  Specific Schools:  Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

3.04 Purchase English Learner (EL) online curriculum

**BUDGETED EXPENDITURES**

**2017-18**

Amount \$6,000

Source LCFF

**2018-19**

Amount

Source

**2019-20**

Amount

Source

Action **5**

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

[Students to be Served](#)  All  Students with Disabilities  [Specific Student Group(s)]

[Location\(s\)](#)  All Schools  Specific Schools:  Specific Grade spans:

**OR**

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

[Students to be Served](#)  English Learners  Foster Youth  Low Income

[Scope of Services](#)  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

All Schools  Specific Schools:  Specific Grade spans:

[ACTIONS/SERVICES](#)

**2017-18**

New  Modified  Unchanged

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

3.05 Purchase alternative print/online EL curriculum for EL students

[BUDGETED EXPENDITURES](#)

**2017-18**

Amount \$2,000

Source LCFF

**2018-19**

Amount

Source

**2019-20**

Amount

Source

Action **6**

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

[Students to be Served](#)

All  Students with Disabilities  [Specific Student Group(s)]

[Location\(s\)](#)

All Schools  Specific Schools:  Specific Grade spans:

OR

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

[Students to be Served](#)

English Learners  Foster Youth  Low Income

[Scope of Services](#)

LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

All Schools  Specific Schools:  Specific Grade spans:

[ACTIONS/SERVICES](#)

**2017-18**

New  Modified  Unchanged

3.06 Maintain EL Instructor Staffing

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

**BUDGETED EXPENDITURES**

**2017-18**

Amount \$45,480

Source LCFF

**2018-19**

Amount

Source

**2019-20**

Amount

Source

## Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year  2017–18  2018–19  2019–20

Estimated Supplemental and Concentration Grant Funds: \$1,178,441

Percentage to Increase or Improve Services: 6.83%

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

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

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

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

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

# Revised Local Control and Accountability Plan and Annual Update Template Instructions

## 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. For school districts and county offices of education, the LCAP is a three-year plan which is reviewed and updated in the second and third years of the plan. 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 Education Code. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.*

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

## Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

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

## Plan Summary

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

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

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

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

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

## Budget Summary

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

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for

the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

## Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's\* approved LCAP. Minor typographical errors may be corrected.

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

## Annual Measurable Outcomes

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

## Actions/Services

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

## Analysis

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

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

## Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Education Code 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. Education Code requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, Education Code 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, mark 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, mark 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

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

### Identified Need

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

### **Expected Annual Measurable Outcomes**

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

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

### **Planned Actions/Services**

For each action/service, the LEA must complete either the section “For Actions/Services not contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services 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 checking “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is checked, 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 indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark “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 selecting “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.

#### **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 scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must select one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, place a check mark next to “Limited to Student Groups”.

**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 mark “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 selecting “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:**

- Check “New” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Check “Modified” 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.
- Check “Unchanged” 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 check “Unchanged” 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 *Education Code* 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 mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section 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 5 CCR 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 15496(a)(7).

Consistent with the requirements of 5 CCR 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 for English Language Arts
  - b. Mathematics – Common Core State Standards for Mathematics
  - c. English Language Development
  - d. Career Technical Education
  - e. Health Education Content Standards
  - f. History-Social Science
  - g. Model School Library Standards
  - h. Physical Education Model Content Standards
  - i. Next Generation Science Standards
  - j. Visual and Performing Arts
  - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

**Priority 3: Parental Involvement** addresses:

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

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

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

**Priority 5: Pupil Engagement** as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;

- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

**Priority 6: School Climate** as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

**Priority 7: Course Access** addresses the extent to which pupils have access to and are enrolled in:

- A. A broad course of study including courses described under 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 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 *Education Code* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

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

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in *California Code of Regulations*, title 5, Section 1039.1.

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

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

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

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(e) “Suspension rate” shall be calculated as follows:

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

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

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

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

## **APPENDIX B: GUIDING QUESTIONS**

### **Guiding Questions: Annual Review and Analysis**

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *Education Code* 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 *Education Code* 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 *Education Code* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *Education Code* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 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 *Education Code* sections 42238.01 and bgroups as defined in 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 *Education Code* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *Education Code* 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?

## LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	1,011,000.00	812,284.84	1,177,579.00	0.00	0.00	1,177,579.00
LCFF	1,011,000.00	812,284.84	1,177,579.00	0.00	0.00	1,177,579.00

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

<b>Total Expenditures by Object Type</b>						
<b>Object Type</b>	<b>2016-17 Annual Update Budgeted</b>	<b>2016-17 Annual Update Actual</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2017-18 through 2019-20 Total</b>
All Expenditure Types	1,011,000.00	812,284.84	1,177,579.00	0.00	0.00	1,177,579.00
	1,011,000.00	812,284.84	1,177,579.00	0.00	0.00	1,177,579.00

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

<b>Total Expenditures by Object Type and Funding Source</b>							
<b>Object Type</b>	<b>Funding Source</b>	<b>2016-17 Annual Update Budgeted</b>	<b>2016-17 Annual Update Actual</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2017-18 through 2019-20 Total</b>
All Expenditure Types	All Funding Sources	1,011,000.00	812,284.84	1,177,579.00	0.00	0.00	1,177,579.00
	LCFF	1,011,000.00	812,284.84	1,177,579.00	0.00	0.00	1,177,579.00

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

**Total Expenditures by Goal**

<b>Goal</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2017-18 through 2019-20 Total</b>
<b>Goal 1</b>	288,677.00	0.00	0.00	288,677.00
<b>Goal 2</b>	760,422.00	0.00	0.00	760,422.00
<b>Goal 3</b>	128,480.00	0.00	0.00	128,480.00

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