

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)

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

| LEA Name | Contact Name and Title | Email and Phone |
|---------------------|------------------------|---|
| The Heights Charter | Diana Whyte, Director | heightscharter@gmail.com , 619-792-9000 |

2017-20 Plan Summary

The Story

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

The Heights Charter is a K-8 independent study school located in the rural foothills of San Diego County. We provide an alternative educational venue to families in the eastern portion of San Diego County serving families from ten communities that come from distances up to 30 miles away.

11.9% of the students are socio-economically disadvantaged and 11.5% are special needs.

The Heights Charter was founded to allow each student to reach their fullest potential by developing individualized learning plans.

LCAP Highlights

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

The Heights Charter will emphasize providing quality instruction to the students by continuing to hire highly qualified teachers, monitoring their performance, and providing mentoring as necessary.

Online learning resources will be evaluated for effectiveness as evidenced by periodic administration of NWEA assessment testing and quarterly individual teacher assessments.

Emphasis will be placed on increasing the percentage of students that score “standards met” or “standards exceeded” categories on the CAASPP.

Review of Performance

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

Greatest Progress

All students placed high in English language arts on the LCFF Evaluation Rubrics, with the exception of students with disabilities. 65% of students met or exceeded standard in English language arts and 48% of students met or exceeded standard in mathematics on CAASPP.

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

Greatest Needs

No state indicator was in the red or orange performance categories

Students with disabilities is the lowest performing group. The school will conduct additional Professional Development to provide the teachers with effective teaching techniques for this sub group. The two additional part time aides and the part time math tutor position created last year will be retained to provide one-on-one assistance as needed.

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

Performance Gaps

Performance of students with disabilities in English language arts was two performance levels below that of all students. Additional teacher aide time will be devoted to making sure these students are performing at their highest potential.

Comprehensive Support and Improvement

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

Schools Identified

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

None

Support for Identified Schools

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

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 1

All Teachers will have the appropriate credential to teach core subjects in an independent study program and be appropriately assigned. A director with at least 20 years of experience in education will oversee the teaching staff and provide support as necessary.

State and/or Local Priorities addressed by this goal:

State Priorities: Basic Services

Local Priorities: None

Annual Measureable Outcomes

Expected

Actual

100% of Teachers full credentialed and appropriately assigned

100% of Teachers full credentialed and appropriately assigned

School has director with 20 plus years experience in education

School has director with 20 plus years experience in education

Actions / Services

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

Action 1

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

The Heights Charter will hire teachers that are appropriately assigned pursuant to Education Code 44258.9, fully credentialed in multiple subject areas and for the pupils

The Heights Charter hired teachers that were appropriately assigned pursuant to Education Code 44258.9 and were fully credentialed in multiple subject areas and

\$920,512

\$935,186

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|--|--------------------------|----------------------------------|
| they are teaching for all core subjects in an independent study setting. As specified by California Education Code (EC) Section 44865, independent study is considered an “alternative school”. As an alternative education teacher he/she must be NCLB-compliant in multiple subjects or one core academic area and has up to three years from date of assignment as an eligible teacher to demonstrate subject matter competence in the necessary core academic subjects | for the pupils they were teaching for all core subjects in an independent study setting. As specified by California Education Code (EC) Section 44865, independent study is considered an “alternative school”. As an alternative education teacher he/she must be NCLB-compliant in multiple subjects or one core academic area and has up to three years from date of assignment as an eligible teacher to demonstrate subject matter competence in the necessary core academic subjects | | |

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.

Staff monitors the status of credentials held by current teachers and confirms new hires are properly credentialed

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

Current actions have been effective.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

None

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.

None

Action 2

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|---|--------------------------|----------------------------------|
| The Heights will hire/retain a Director who will oversee the staff, evaluate performance, and provide assistance as necessary. | The Heights hired/retained a Director who oversaw the staff, evaluated performance, and provided assistance as necessary. | \$123,160 | \$118,729 |

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.

The school currently has a highly qualified director that oversees the staff, evaluates staff on a regular basis, and provides mentoring as needed.

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

Current actions have been effective.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

None

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.

None

Goal 2

A resource center will be available to all students that desire on site learning experiences, that wish to utilize tutoring services, and that desire to participate in social-skill building extracurricular activities. All students set their own schedules regarding frequency of visiting the resource center. The Heights will assure adequate space is available to accommodate all students that wish to utilize the resource center. All necessary supplies required in the learning process, both in core classes and extra-curricular classes, will be made available. The resource center will have a multipurpose room to accommodate additional activities offered, such as physical education and drama, as well as to hold parent group meetings. The facility will promote a climate in which students feel comfortable, respected, and safe. The facility will be kept clean and will be well maintained.

State and/or Local Priorities addressed by this goal:

State Priorities: Basic Services, School Climate

Local Priorities: None

Annual Measureable Outcomes

Expected

Actual

At least 50% of students participate in an activity offered at the resource center every day as evidenced by safety roster

At least 50% of students participated in an activity offered at the resource center every day as evidenced by safety roster

At the end of each school year parents and students will be asked to complete a survey regarding school climate.

Discussed at the parent advisory committee. The school is in the process of preparing a school-specific survey based on these discussions.

Director or designated staff will do a walk-through weekly and make note of any maintenance/safety issues as evidenced by a completed form

Director or designated staff performed a walk-through weekly and immediately informed maintenance staff of any issues.

Actions / Services

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

Action 1

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|--|--------------------------|----------------------------------|
| Facilities will be leased which are large enough to accommodate all students and all activities offered | Facilities were leased which were large enough to accommodate all students and all activities offered. | \$240,000 | \$238,643 |

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.

Space needs were analyzed at the end of the school year to determine if additional space was needed

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

Current actions have been effective.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

None

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.

None

Action 2

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|---|--------------------------|----------------------------------|
| <p>Facilities will be well maintained and clean. To further enhance safety, The Heights will maintain adequate insurance, provide utilities to create a comfortable learning environment, and have a security system. The facility will have appropriate learning supplies as well as cleaning/other supplies. The facility will have furniture and equipment which is conducive to a learning environment. The facility will have adequate computers for students to access online learning and take state mandated tests and MAPS tests.</p> | <p>Facilities were well maintained and clean. To further enhance safety, The Heights maintained adequate insurance, provided utilities to create a comfortable learning environment, and had a security system. The facility had appropriate learning supplies as well as cleaning/other supplies. The facility had furniture and equipment which was conducive to a learning environment. The facility had adequate computers for students to access online learning and take state mandated tests and MAPS tests.</p> | <p>\$236,639</p> | <p>\$125,750</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.

The facilities are regularly inspected and any maintenance issues are promptly addressed. The insurance policy is reviewed annually. Utilities are adequate to maintain a comfortable learning environment. Staff monitors supplies and re-orders as necessary. All furniture and equipment is kept in good working order and replaced as necessary.

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

Current actions have been effective.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

None

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.

Originally budgeted \$83,000 in income from one time discretionary funds to be spent on classroom computers. Final budget decreased funding by \$40,000 resulting in delay in computer purchase. Other items which came in under budget were utilities due to milder weather, insurance due to bidding out, and supplies.

Goal 3

All students will increase their proficiency in English language arts and mathematic by at least one grade level each year. All students will be enrolled in social studies and science. All students will be enrolled in at least one non-core extracurricular activity to promote social skills.

State and/or Local Priorities addressed by this goal:

State Priorities: Pupil Achievement, Pupil Engagement, School Climate, Course Access

Local Priorities: None

Annual Measureable Outcomes

Expected

Actual

70% of students met or exceeded state standards in English language arts and 48% of students met or exceeded state standard in mathematics

65% of students met or exceeded state standards in English language arts and 47% of students met or exceeded state standard in mathematics

All Students "increased" their student performance rank in mathematics and "maintained" their status in English language arts

Most students "maintained" their student performance rank in mathematics and "maintained" their status in English language arts.

0 Students suspended

0 Students suspended

All students were enrolled in independent study core classes

All students were enrolled in independent study core classes

Expected

Actual

99% ADA

99% ADA

ELPAC Tests-English learners will be phased out within 3 years of enrollment

The Heights Charter had 2 English learners who have been enrolled less than three years.

Actions / Services

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

Action 1

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

Ensure sufficient tutorial support is available for students requiring one on one assistance

Sufficient tutorial support was available for students requiring one on one assistance.

\$161,667

\$141,852

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.

Staffing was periodically analyzed and adjusted during the year to make sure sufficient tutorial support was provided to the students

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

Current actions have been effective for the majority of the students. Students who continue to be low performing are provided with additional services.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

None

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.

None

Action 2

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|--|--------------------------|----------------------------------|
| Hire/Retain Education Specialist/Psychologist and Special Education Aides and contract out specialized services to assist children with special needs in meeting their highest potential | Education Specialist/Psychologist was retained, Special Education Aides were retained/hired to meet student needs, and specialized services were contracted out. | \$236,864 | \$248,192 |

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.

Due to the school's high retention rate there was minimal need for new hires.

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

The number of students with disabilities that scored "met or exceeded" standards in English language arts increased by 4%. Performance in math decreased overall, resulting in the school analyzing the cause and making necessary adjustments to correct this trend.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

None

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.

Periodic testing of students to monitor progress. Diversification of onsite classes.

Action 3

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|--|--------------------------|----------------------------------|
| Hire additional classified staff to provide extracurricular activities such as art classes, gardening, and yearbook to promote social development | Additional classified staff were employed to provide extracurricular activities such as art classes, gardening, and yearbook to promote social development | \$72,318 | \$69,790 |

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.

Part of staff was retained from previous year and new staff added as needed to provide classes in art, gardening, yearbook, journalism, and drama

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

Current actions have been effective.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

None

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.

None

Action 4

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|--|--|--|
| Interview, assess, and develop an individualized learning plan for each student | All students were interviewed and assessed. An individualized learning plan was developed for each student | Salaries included in 1.1, 3.1, and 3.2 above | Salaries included in 1.1, 3.1, and 3.2 above |

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.

All families work with the instructors at the beginning of the school year to develop a plan specific to their children

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

Current actions have been effective.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

None

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.

None

Action 5

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|--|--------------------------|----------------------------------|
| Obtain assessment software, NWEA MAPS, to track student process during the year | Renewed license for assessment software NWEA MAPS to track student process during the year | \$3,000 | \$3,500 |

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.

The annual subscription to NWEA's MAPS testing was renewed. The students were required to test on this software to evaluate progress at various times during the school year.

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

Current actions have been effective.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

None

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.

None

Action 6

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|--|--------------------------|----------------------------------|
| Hire/Retain Administrative Assistance to maintain rosters of students attending learning labs | Retained Administrative Assistance to maintain rosters of students attending learning labs | \$54,722 | \$54,658 |

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.

Administrative assistant was retained from prior year. A part time administrative support position was added. Daily safety rosters were maintained to monitor number of children attending learning labs.

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

Current actions have been effective.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

None

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.

None

Action 7

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|--|-----------------------|-------------------------------|
| Employ PBIS to encourage appropriate behavior while attending activities at the resource center and to encourage participation in activities | Employed PBIS to encourage appropriate behavior while attending activities at the resource center and to encourage participation in activities | \$9,000 | \$9,000 |

Analysis

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

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

Students were awarded with tickets for good behavior which could be traded for small rewards. Group accomplishments were rewarded with activities such as a pizza or ice cream party.

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

Current actions have been effective.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

None

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.

None

Action 8

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|--|-----------------------|-------------------------------|
| Low Income/Foster children will be supported by providing scholarships for field trips, having healthy snacks available as needed, and providing supplies | Low Income/Foster children were supported by providing scholarships for field trips, having healthy snacks available as needed, and providing supplies | \$2,000 | \$2,000 |

Analysis

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

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

Families that could not afford the cost of field trips were provided with the opportunity to request the costs be waived. Healthy lunches/snacks were provided to students that failed to bring lunches to school. Students were not required to purchase supplies.

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

Current actions have been effective.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

None

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.

None

Goal 4

All students will have access to rigorous, well rounded, independent study friendly, standards-aligned curricula. Online learning resources will be offered to give students the option of learning at home or at the resource center. Teachers will be trained in the teaching of this curricula in an independent study environment. Classroom materials required to provide a complete learning experience will be available at the resource center. Students will be given the opportunity to participate in extracurricular activities and field trips designed to enhance both learning and the building of social skills.

State and/or Local Priorities addressed by this goal:

State Priorities: Implementation of State Standards, Course Access

Local Priorities: None

Annual Measureable Outcomes

Expected

Actual

Each student has access to standards aligned textbooks in all core classes

Each student had access to standards aligned textbooks in all core classes

At least 4 online learning programs will be made available to students for use in the learning center and at home.

At least 4 online learning programs were made available to students for use in the learning center and at home

Sign in logs for professional development offered on site

Sign in logs for professional development offered on site

Procedure in place to ensure learning materials are replaced as needed

Procedure in place to ensure learning materials are replaced as needed

At least 5 field trips per year will be offered

At least 5 field trips per year were offered

At least 4 extracurricular clubs will be offered

At least 4 extracurricular clubs were offered

Actions / Services

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

Action 1

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|--|--------------------------|----------------------------------|
| Purchase standards aligned textbooks as necessary based on annual inventory | Purchased standards aligned textbooks as necessary based on annual inventory | \$18,900 | \$19,510 |

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.

Textbooks were inventoried at the end of the school year and additional texts purchased based on enrollment for next year

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

Current actions have been effective.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

None

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.

None

Action 2

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|--|--------------------------|----------------------------------|
| Purchase licenses for online learning software | Purchased licenses for online learning software. | \$14,585 | \$11,042 |

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.

Licenses were purchased for online learning software.

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

Current actions have been effective.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Budgeted \$2,000 for new online learning software to allow leeway to add programs if needed, no new programs were identified.

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.

None

Action 3

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|--|-----------------------|-------------------------------|
| Offer a well-rounded mix of extra-curricular activities and field trips to enhance the learning experience and build social skills | Offered a well-rounded mix of extra-curricular activities and field trips to enhance the learning experience and build social skills | \$23,200 | \$30,669 |

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.

Arranged academically enriching field trips as well as extracurricular activities such as a Jog-a-Thon and 6th & 8th Grade Camp

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

Current actions have been effective.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

\$6,000 spent on yearbooks produced by students.

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

None

Action 4

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|--|--------------------------|----------------------------------|
| Provide professional development opportunities for educators. | Provided professional development opportunities for educators. | \$7,520 | \$2,829 |

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.

Provided seminars to increase effectiveness of teachers

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

Current actions have been effective.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

None

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.

None

Goal 5

Involve parents in the education of their children through the use of weekly newsletters, Parent meetings, sending out annual needs-assessment surveys, and encouraging parents to both serve on the board and attend board meetings. Parents will also be encouraged to volunteer at the school and on field trips.

State and/or Local Priorities addressed by this goal:

State Priorities: Parental Involvement

Local Priorities: None

Annual Measureable Outcomes

Expected

Actual

Weekly newsletters are produced and distributed on line while school is in session

Weekly newsletters were produced and distributed on line while school is in session

At least 4 parent meetings will be held annually at varying times to accommodate working families.

5 parent meetings were held annually at varying times to accommodate working families.

At least 2 parents will be on the board

4 parents were on the board

Annual survey will be provided to parents to obtain suggestions for improvement

Annual survey was provided to parents to obtain suggestions for improvement

Actions / Services

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

Action 1

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

Parents will be kept informed on school activities and events through the publication of a weekly newsletter which is distributed through email and which will list volunteer

Parents were kept informed on school activities and events through the publication of a weekly newsletter which was distributed through email and which

\$1,500

\$1,287

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|--------------------------|----------------------------------|
| opportunities. Report cards and test results will be mailed to parents. | listed volunteer opportunities. Report cards and test results were mailed to parents. | | |

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.

Newsletter was published weekly. Report cards and test results were sent by USPS.

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

Current actions have been effective.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

None

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.

None

Action 2

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|-----------------------------|----------------------------|--------------------------|----------------------------------|
|-----------------------------|----------------------------|--------------------------|----------------------------------|

Planned
Actions/Services

Parents input will be encouraged through parent meetings with the director, surveys, and participation in board meetings.

Actual
Actions/Services

Parents input was encouraged through parent meetings with the director, surveys, and participation in board meetings..

Budgeted
Expenditures

Costs included in Director's salary in Goal 1, Action 2

Estimated Actual
Expenditures

Costs included in Director's salary in Goal 1, Action 2

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.

The director held public meetings and invited all parents to attend. Surveys were sent to all parents. Board meeting dates are published on the website.

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

Current actions have been effective.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

None

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.

None

Stakeholder Engagement

LCAP Year: 2018-19

Involvement Process for LCAP and Annual Update

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

All stakeholders were consulted in the planning process for this LCAP. Parents completed an annual survey in addition to attending bi-monthly Parent Advisory Committee meetings held by the Director. Meetings were held both in the day and evening to accommodate working families and maximize input. Staff input was solicited at regularly scheduled staff meetings. Students were given age appropriate surveys.

Impact on LCAP and Annual Update

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

Parents' main priority is student academic achievement and the implementation of Common Core. Goal 3 addresses this by setting metrics which will be used to monitor progress.

Other items that were given high priority were Basic Services, School Climate, and Parental Involvement. Goal 2 addresses both basic services and school climate with tasks designed to provide a clean, well maintained, and safe learning environment. Goal 5 addresses ways in which parents will be kept informed, as well as encouraging them to participate in school events.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 1

All Teachers will have the appropriate credential to teach core subjects in an independent study program and be appropriately assigned. A director with at least 20 years of experience in education will oversee the teaching staff and provide support as necessary.

State and/or Local Priorities addressed by this goal:

State Priorities: Basic Services

Local Priorities: None

Identified Need:

Provide appropriate staff to maximize the learning experience of the students.

Expected Annual Measureable Outcomes

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|--|--|--|--|
| 100% of Teachers full credentialed and appropriately assigned | 100% of Teachers full credentialed and appropriately assigned | 100% of Teachers full credentialed and appropriately assigned | 100% of Teachers full credentialed and appropriately assigned | 100% of Teachers full credentialed and appropriately assigned |
| Director with 20 plus years experience in education | School has director with 20 plus years experience in education | School has director with 20 plus years experience in education | School has director with 20 plus years experience in education | School has director with 20 plus years experience in education |

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

All Students

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

The Heights Charter will hire teachers that are appropriately assigned pursuant to Education Code 44258.9 full credentialed in multiple subject area and for the pupils they are teaching for all core subjects in an independent study setting. As

2018-19 Actions/Services

The Heights Charter will hire teachers that are appropriately assigned pursuant to Education Code 44258.9 full credentialed in multiple subject area and for the pupils they are teaching for all core subjects in an independent study setting. As

2019-20 Actions/Services

The Heights Charter will hire teachers that are appropriately assigned pursuant to Education Code 44258.9 full credentialed in multiple subject area and for the pupils they are teaching for all core subjects in an independent study setting. As

2017-18 Actions/Services

specified by California Education Code (EC) Section 44865, independent study is considered an “alternative school”. As an alternative education teacher he/she must be NCLB-compliant in multiple subjects or one core academic area and has up to three years from date of assignment as an eligible teacher to demonstrate subject matter competence in the necessary core academic subjects.

2018-19 Actions/Services

specified by California Education Code (EC) Section 44865, independent study is considered an “alternative school”. As an alternative education teacher he/she must be NCLB-compliant in multiple subjects or one core academic area and has up to three years from date of assignment as an eligible teacher to demonstrate subject matter competence in the necessary core academic subjects.

2019-20 Actions/Services

specified by California Education Code (EC) Section 44865, independent study is considered an “alternative school”. As an alternative education teacher he/she must be NCLB-compliant in multiple subjects or one core academic area and has up to three years from date of assignment as an eligible teacher to demonstrate subject matter competence in the necessary core academic subjects.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|--|--|--|
| Amount | \$820,049 | \$920,512 | \$931,773 |
| Source | LCFF Base, LCFF Supplemental/Concentration | LCFF Base, LCFF Supplemental/Concentration | LCFF Base, LCFF Supplemental/Concentration |
| Budget Reference | 1100,3000s | 1100,3000s | 1100,3000s |

Action 2

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

Students to be Served:

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

All Students

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

New

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

Unchanged

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

Unchanged

2017-18 Actions/Services

The Heights will hire/retain a Director who will oversee the staff, evaluate performance, and provide assistance as necessary.

2018-19 Actions/Services

The Heights will hire/retain a Director who will oversee the staff, evaluate performance, and provide assistance as necessary.

2019-20 Actions/Services

The Heights will hire/retain a Director who will oversee the staff, evaluate performance, and provide assistance as necessary.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|--|--|--|
| Amount | \$84,027 | \$123,160 | \$160,850 |
| Source | LCFF Base, LCFF Supplemental/Concentration | LCFF Base, LCFF Supplemental/Concentration | LCFF Base, LCFF Supplemental/Concentration |
| Budget Reference | 1300,3000s | 1300,3000s | 1300,3000s |

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

Unchanged Goal

Goal 2

A resource center will be available to all students that desire on site learning experiences, wish to utilize tutoring services, and desire to participate in social-skill building extracurricular activities. All students set their own schedules regarding frequency of visiting the resource center. The Heights will assure adequate space is available to accommodate all students that wish to utilize the resource center. All necessary supplies required in the learning process, both in core classes and extra-curricular classes, will be made available. The resource center will have a multipurpose room to accommodate additional activities offered, such as physical education and drama, as well as to hold parent group meetings. The facility will be promote a climate in which students feel comfortable, respected, and safe. The facility will be kept clean and well maintained.

State and/or Local Priorities addressed by this goal:

State Priorities: Basic Services, School Climate

Local Priorities: None

Identified Need:

A facility that is kept safe and in good repair and encourages students to attend on site learning labs as needed to promote their educational and emotional development. The facility should be large enough to accommodate the entire student population at any one time to ensure no student is ever excluded from attending due to lack of space.

Expected Annual Measureable Outcomes

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|--|--|--|--|--|
| At least 50% of students participate in an activity offered at the resource center every day as evidenced by safety roster | At least 50% of students participate in an activity offered at the resource center every day as evidenced by safety roster | At least 50% of students participate in an activity offered at the resource center every day as evidenced by safety roster | At least 50% of students participate in an activity offered at the resource center every day as evidenced by safety roster | At least 50% of students participate in an activity offered at the resource center every day as evidenced by safety roster |
| At the end of each school year parents and students will be asked to complete a | At the end of each school year parents were asked to complete a survey regarding school climate. | At the end of each school year parents and students will be asked to complete a survey regarding school | At the end of each school year parents and students will be asked to complete a survey regarding school | At the end of each school year parents and students will be asked to complete a survey regarding school |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|--|---|--|--|--|
| survey regarding school climate. | | climate. | climate. | climate. |
| Director or designated staff will do a walk-through weekly and make note of any maintenance/safety issues as evidenced by a completed form | Director or designated staff performed a walk-through weekly and made note of any maintenance/safety issues | Director or designated staff will do a walk-through weekly and make note of any maintenance/safety issues as evidenced by a completed form | Director or designated staff will do a walk-through weekly and make note of any maintenance/safety issues as evidenced by a completed form | Director or designated staff will do a walk-through weekly and make note of any maintenance/safety issues as evidenced by a completed form |

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

All Students

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

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

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

New

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Facilities will be leased which are large enough to accommodate all students and all activities offered

Facilities will be leased which are large enough to accommodate all students and all activities offered

Facilities will be leased which are large enough to accommodate all students and all activities offered

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|--|--|--|
| Amount | \$231,468 | \$240,000 | \$247,056 |
| Source | LCFF Base, LCFF Supplemental/Concentration | LCFF Base, LCFF Supplemental/Concentration | LCFF Base, LCFF Supplemental/Concentration |
| Budget Reference | 5600 | 5600 | 5600 |

Action 2

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

Students to be Served:

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

All Students

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

New

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Facilities will be well maintained and clean. To further enhance safety, The Heights will maintain adequate insurance, provide utilities to create a comfortable learning environment, and have a security system. The facility will have appropriate learning supplies as well as cleaning/other supplies. The facility will have furniture and equipment which is conducive to a learning environment. The facility will have adequate computers for students to access online learning and take state mandated tests and MAPS tests.

2018-19 Actions/Services

Facilities will be well maintained and clean. To further enhance safety, The Heights will maintain adequate insurance, provide utilities to create a comfortable learning environment, and have a security system. The facility will have appropriate learning supplies as well as cleaning/other supplies. The facility will have furniture and equipment which is conducive to a learning environment. The facility will have adequate computers for students to access online learning and take state mandated tests and MAPS tests.

2019-20 Actions/Services

Facilities will be well maintained and clean. To further enhance safety, The Heights will maintain adequate insurance, provide utilities to create a comfortable learning environment, and have a security system. The facility will have appropriate learning supplies as well as cleaning/other supplies. The facility will have furniture and equipment which is conducive to a learning environment. The facility will have adequate computers for students to access online learning and take state mandated tests and MAPS tests.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|--------|---|---|---|
| Amount | \$163,366 | \$236,639 | \$131,897 |
| Source | LCFF Base, LCFF Supplemental/Concentration, Lottery Non Prop 20 | LCFF Base, LCFF Supplemental/Concentration, Lottery Non Prop 20, One Time Funding | LCFF Base, LCFF Supplemental/Concentration, Lottery Non Prop 20 |

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|--|--|--|
| Budget Reference | 2900,3000s,4300,4400,5400,5500,5600,5800,5900,6900 | 2900,3000s,4300,4400,5400,5500,5600,5800,5900,6900 | 2900,3000s,4300,4400,5400,5500,5600,5800,5900,6900 |

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

Modified Goal

Goal 3

All students will increase their proficiency in English language arts and mathematic by at least one grade level each year. All students will be enrolled in social studies and science. All students will be enrolled in at least one non-core extracurricular activity to promote social skills.

State and/or Local Priorities addressed by this goal:

State Priorities: Pupil Achievement, Pupil Engagement, School Climate, Course Access

Local Priorities: None

Identified Need:

The Academic Performance Index shows the performance level of all students increased in English language arts with students performing in the high to very high categories, and was maintained in mathematics with students performing in the medium to high categories, with the exception of children with special needs.

Expected Annual Measureable Outcomes

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|--------------------|--|--|--|--|
| CAASPP | 72% of students met or exceeded state standards in English language arts | 72% of students met or exceeded state standards in English language arts | 70% of students met or exceeded state standards in English language arts | 72% of students met or exceeded state standards in English language arts and |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|--|---|---|---|
| | and 45% of students met or exceeded state standard in mathematics | and 45% of students met or exceeded state standard in mathematics | and 48% of students met or exceeded state standard in mathematics | 45% of students met or exceeded state standard in mathematics |
| California School Dashboard | All Students “maintained” their student performance rank in mathematics and “increased” their status in English language arts. | All Students “maintained” their student performance rank in mathematics and “increased” their status in English language arts | All Students “increased” their student performance rank in mathematics and “maintained” their status in English language arts | All Students “maintained” their student performance rank in mathematics and “increased” their status in English language arts |
| Suspensions | 0 Students suspended | 0 Students suspended | 0 Students suspended | 0 Students suspended |
| Course Enrollment Rosters | All students were enrolled in independent study core classes | All students were enrolled in independent study core classes | All students were enrolled in independent study core classes | All students were enrolled in independent study core classes |
| Average Daily Attendance as evidenced by evaluation of work submitted | 99% ADA | 99% ADA | 99% ADA | 99% ADA |
| CELDT Tests-English learners will become proficient in English within 3 years of enrollment | CELDT Tests-English learners will become proficient in English within 3 years of enrollment | CELDT Tests-English learners will become proficient in English within 3 years of enrollment | CELDT Tests-English learners will become proficient in English within 3 years of enrollment | CELDT Tests-English learners will become proficient in English within 3 years of enrollment |

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

Location(s):

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

| | |
|--|--|
| | |
|--|--|

OR

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

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

| | | |
|---|---|---|
| Actions/Services | | |
| Select from New, Modified, or Unchanged for 2017-18 | Select from New, Modified, or Unchanged for 2018-19 | Select from New, Modified, or Unchanged for 2019-20 |
| Modified | Unchanged | Unchanged |

| | | |
|--|--|--|
| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
| Ensure sufficient tutorial support is available for students requiring one on one assistance | Ensure sufficient tutorial support is available for students requiring one on one assistance | Ensure sufficient tutorial support is available for students requiring one on one assistance |

| | | | |
|------------------------------|---------------------------------|---------------------------------|---------------------------------|
| Budgeted Expenditures | | | |
| Year | 2017-18 | 2018-19 | 2019-20 |
| Amount | \$147,271 | \$161,667 | \$137,272 |
| Source | LCFF supplemental/concentration | LCFF supplemental/concentration | LCFF supplemental/concentration |
| Budget Reference | 2100,3000s | 2100,3000s | 2100,3000s |

Action 2

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

Students to be Served:

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

Students with Disabilities

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

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

New

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Hire/Retain Education Specialist/Psychologist and Special Education Aides and contract out specialized services to assist children with special needs in meeting their highest potential

2018-19 Actions/Services

Hire/Retain Education Specialist/Psychologist and Special Education Aides and contract out specialized services to assist children with special needs in meeting their highest potential

2019-20 Actions/Services

Hire/Retain Education Specialist/Psychologist and Special Education Aides and contract out specialized services to assist children with special needs in meeting their highest potential

Budgeted Expenditures

| | | | |
|------|---------|---------|---------|
| Year | 2017-18 | 2018-19 | 2019-20 |
|------|---------|---------|---------|

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|--|--|--|
| Amount | \$213,548 | \$236,864 | \$228,666 |
| Source | Special Education State & Federal funds, LCFF Base | Special Education State & Federal funds, LCFF Base | Special Education State & Federal funds, LCFF Base |
| Budget Reference | 1200,1900,2100,3000s,5800 | 1200,1900,2100,3000s,5800 | 1200,1900,2100,3000s,5800 |

Action 3

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

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

New

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

Modified

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

Modified

2017-18 Actions/Services

Hire additional classified staff to provide extracurricular activities such as art classes, gardening, and yearbook to promote social development

2018-19 Actions/Services

Hire additional certificated and classified staff to provide extracurricular activities such as art classes, gardening, and yearbook to promote social development

2019-20 Actions/Services

Hire additional certificated and classified staff to provide extracurricular activities such as art classes, gardening, and yearbook to promote social development

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| Amount | \$68,292 | \$72,318 | \$84,656 |
| Source | LCFF, LCFF supplemental/concentration | LCFF, LCFF supplemental/concentration | LCFF, LCFF supplemental/concentration |
| Budget Reference | 2100,3000s | 1100,2100,3000s | 1100,2100,3000s |

Action 4

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

Students to be Served:

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

All Students

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

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

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

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

New

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Interview, assess, and develop an individualized learning plan for each student

Interview, assess, and develop an individualized learning plan for each student

Interview, assess, and develop an individualized learning plan for each student

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|--|--|--|
| Amount | \$0 | \$0 | \$0 |
| Source | | | |
| Budget Reference | Salaries included in 1.1, 3.1, and 3.2 above | Salaries included in 1.1, 3.1, and 3.2 above | Salaries included in 1.1, 3.1, and 3.2 above |

Action 5

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

Students to be Served:

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

Location(s):

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

All Students

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

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

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

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

New

Unchanged

Unchanged

2017-18 Actions/Services

Obtain assessment software, NWEA MAPS, to track student process during the year

2018-19 Actions/Services

Obtain assessment software, NWEA MAPS, to track student process during the year

2019-20 Actions/Services

Obtain assessment software, NWEA MAPS, to track student process during the year

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|-----------|-----------|-----------|
| Amount | \$3,000 | \$3,000 | \$3,000 |
| Source | LCFF Base | LCFF Base | LCFF Base |
| Budget Reference | 5800 | 5800 | 5800 |

Action 6

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

Students to be Served:

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

All Students

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

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

New

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Hire/Retain Administrative Assistant to maintain rosters of students attending learning labs

2018-19 Actions/Services

Hire/Retain Administrative Assistant to maintain rosters of students attending learning labs

2019-20 Actions/Services

Hire/Retain Administrative Assistant to maintain rosters of students attending learning labs

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

\$49,776

\$54,722

\$76,696

Source

LCFF Base

LCFF Base

LCFF Base

| | | | |
|------------------|------------|------------|------------|
| Year | 2017-18 | 2018-19 | 2019-20 |
| Budget Reference | 2400,3000s | 2400,3000s | 2400,3000s |

Action 7

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

Students to be Served:

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

All Students

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

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

New

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Employ PBIS to encourage appropriate

2018-19 Actions/Services

Employ PBIS to encourage appropriate

2019-20 Actions/Services

Employ PBIS to encourage appropriate

2017-18 Actions/Services

behavior while attending activities at the resource center and to encourage participation in activities

2018-19 Actions/Services

behavior while attending activities at the resource center and to encourage participation in activities

2019-20 Actions/Services

behavior while attending activities at the resource center and to encourage participation in activities

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|-----------|-----------|-----------|
| Amount | \$9,000 | \$9,000 | \$9,000 |
| Source | LCFF Base | LCFF Base | LCFF Base |
| Budget Reference | 4300,5800 | 4300,5800 | 4300,5800 |

Action 8

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Low Income, Foster Youth

LEA-Wide

All Schools

Actions/Services

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

New

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Low Income/Foster children will be supported by providing scholarships for field trips, having healthy snacks available as needed, and providing supplies

2018-19 Actions/Services

Low Income/Foster children will be supported by providing scholarships for field trips, having healthy snacks available as needed, and providing supplies

2019-20 Actions/Services

Low Income/Foster children will be supported by providing scholarships for field trips, having healthy snacks available as needed, and providing supplies

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|--|--|--|
| Amount | \$2,000 | \$2,000 | \$2,000 |
| Source | LCFF Base, Supplemental, Concentration | LCFF Base, Supplemental, Concentration | LCFF Base, Supplemental, Concentration |
| Budget Reference | 4300,5800 | 4300,5800 | 4300,5800 |

Goal 4

All students will have access to rigorous, well rounded, independent study friendly, standards-aligned curricula. Online learning resources will be offered to give students the option of learning at home or at the resource center. Teachers will be trained in the teaching of this curricula in an independent study environment. Classroom materials required to provide a complete learning experience will be available at the resource center. Students will be given the opportunity to participate in extracurricular activities and field trips designed to enhance both learning and the building of social skills.

State and/or Local Priorities addressed by this goal:

State Priorities: Implementation of State Standards, Course Access

Local Priorities: None

Identified Need:

Common core aligned curriculum and resources, curriculum for other content areas, professional development, materials and supplies to aid in learning. Field trips & extra-curricular activities that provide both additional learning opportunities and social skills.

Expected Annual Measureable Outcomes

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|--|---|---|---|---|
| Annual inventory of common core aligned textbooks available at the resource center | Each student has access to standards aligned textbooks in all core classes | Each student has access to standards aligned textbooks in all core classes | Each student has access to standards aligned textbooks in all core classes | Each student has access to standards aligned textbooks in all core classes |
| Online Learning Resources | At least 4 online learning programs will be made available to students for use in the learning center and at home | At least 4 online learning programs will be made available to students for use in the learning center and at home | At least 4 online learning programs will be made available to students for use in the learning center and at home | At least 4 online learning programs will be made available to students for use in the learning center and at home |
| Sign in logs for professional development offered on site | Sign in logs were not retained | Sign in logs for professional development offered on site | Sign in logs for professional development offered on site | Sign in logs for professional development offered on site |
| Procedure in place to ensure learning materials are replaced as needed | Procedure in place to ensure learning materials are replaced as needed | Procedure in place to ensure learning materials are replaced as needed | Procedure in place to ensure learning materials are replaced as needed | Procedure in place to ensure learning materials are replaced as needed |
| Field Trips | 5 field trips per year were offered | 5 field trips per year will be offered | 5 field trips per year will be offered | 5 field trips per year will be offered |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|-----------------------|--------------------------------------|--|--|--|
| Extracurricular clubs | 4 extracurricular clubs were offered | At least 4 extracurricular clubs will be offered | At least 4 extracurricular clubs will be offered | At least 4 extracurricular clubs will be offered |

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

All Students

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

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

New

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

Unchanged

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

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Purchase standards aligned textbooks as necessary based on annual inventory

Purchase standards aligned textbooks as necessary based on annual inventory

Purchase standards aligned textbooks as necessary based on annual inventory

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|--------------------------------------|--------------------------------------|--------------------------------------|
| Amount | \$20,060 | \$18,900 | \$24,700 |
| Source | Lottery Prop 20, Lottery Non Prop 20 | Lottery Prop 20, Lottery Non Prop 20 | Lottery Prop 20, Lottery Non Prop 20 |
| Budget Reference | 4100 | 4100 | 4100 |

Action 2

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

Students to be Served:

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

All Students

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

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

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

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

New

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Purchase licenses for online learning software

Purchase licenses for online learning software

Purchase licenses for online learning software

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|-----------|-----------|-----------|
| Amount | \$7,000 | \$14,585 | \$11,485 |
| Source | LCFF Base | LCFF Base | LCFF Base |
| Budget Reference | 5800 | 5800 | 5800 |

Action 3

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

Students to be Served:

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

Location(s):

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

All Students

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

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

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

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

2017-18 Actions/Services

Offer a well-rounded mix of extra-curricular activities and field trips to enhance the learning experience and build social skills

2018-19 Actions/Services

Offer a well-rounded mix of extra-curricular activities and field trips to enhance the learning experience and build social skills

2019-20 Actions/Services

Offer a well-rounded mix of extra-curricular activities and field trips to enhance the learning experience and build social skills

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|--------------------|--------------------|--------------------|
| Amount | \$18,600 | \$23,200 | \$22,700 |
| Source | LCFF, Local Income | LCFF, Local Income | LCFF, Local Income |
| Budget Reference | 5800 | 5800 | 5800 |

Action 4

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

Students to be Served:

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

All Students

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

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

New

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

Modified

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

Modified

2017-18 Actions/Services

Provide professional development opportunities for educators.

2018-19 Actions/Services

Provide professional development opportunities for educators.

2019-20 Actions/Services

Provide professional development opportunities for educators.

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

\$12,710

\$7,520

\$3,970

Source

LCFF Base, Educator Effectiveness

LCFF Base

LCFF Base

Budget

5200,5300

5200,5300

5200,5300

| | | | |
|-----------|---------|---------|---------|
| Year | 2017-18 | 2018-19 | 2019-20 |
| Reference | | | |

Goal 5

Involve parents in the education of their children through the use of weekly newsletters, Parent meetings, annual needs-assessment surveys, and encouraging parents to both serve on the board and attend board meetings. Parents will also be encouraged to volunteer at the school and on field trips.

State and/or Local Priorities addressed by this goal:

State Priorities: Parental Involvement

Local Priorities: None

Identified Need:

Student achievement tends to increase when there is a working partnership between the school and the home.

Expected Annual Measureable Outcomes

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|--------------------|--|---|---|---|
| Weekly Newsletters | Weekly newsletters are produced and distributed on line while school is in session | Weekly newsletters are produced and distributed on line while school is in session | Weekly newsletters are produced and distributed on line while school is in session | Weekly newsletters are produced and distributed on line while school is in session |
| Parent Meetings | 6 parent meetings were held | At least 6 parent meetings will be held annually at varying times to accommodate working families | At least 4 parent meetings will be held annually at varying times to accommodate working families | At least 6 parent meetings will be held annually at varying times to accommodate working families |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|--------------------|--|---|---|---|
| Board Members | 3 parents are board members | At least 2 parents will be on the board | At least 2 parents will be on the board | At least 2 parents will be on the board |
| Surveys | Annual survey was provided to parents both online and as a hard copy | Annual survey will be provided to parents to obtain suggestions for improvement | Annual survey will be provided to parents to obtain suggestions for improvement | Annual survey will be provided to parents to obtain suggestions for improvement |

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

All Students

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

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

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

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

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

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

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

New

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Parents will be kept informed on school activities and events through the publication of a weekly newsletter which is distributed through email and which will list volunteer opportunities. Report cards and test results will be mailed to parents.

Parents will be kept informed on school activities and events through the publication of a weekly newsletter which is distributed through email and which will list volunteer opportunities. Report cards and test results will be mailed to parents.

Parents will be kept informed on school activities and events through the publication of a weekly newsletter which is distributed through email and which will list volunteer opportunities. Report cards and test results will be mailed to parents.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|-----------|-----------|-----------|
| Amount | \$1,500 | \$1,500 | \$1,500 |
| Source | LCFF Base | LCFF Base | LCFF Base |
| Budget Reference | 5900 | 5900 | 5900 |

Action 2

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

Students to be Served:

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

Location(s):

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

All Students

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

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

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

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

New

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Parents input will be encouraged through parent meetings with the director, surveys, and participation in board meetings.

Parents input will be encouraged through parent meetings with the director, surveys, and participation in board meetings.

Parents input will be encouraged through parent meetings with the director, surveys, and participation in board meetings.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---|---|---|
| Amount | \$0 | \$0 | \$0 |
| Source | NA | NA | NA |
| Budget Reference | Included in Director's salary in Goal 1, Task 2 | Included in Director's salary in Goal 1, Task 2 | Included in Director's salary in Goal 1, Task 2 |

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$ 54,039

2.67 %

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).

Tutors are available for one on one tutoring sessions as needed. The school provides scholarships to students that cannot afford field trips.

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

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

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

Plan Summary

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

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

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

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

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

Comprehensive Support and Improvement

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

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

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

Stakeholder Engagement

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

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

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

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

Location(s)

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

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

Actions/Services

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

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

New/Modified/Unchanged:

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

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

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

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

Priority 2: Implementation of State Standards addresses:

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

Priority 3: Parental Involvement addresses:

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

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

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

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

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

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

- A. Pupil suspension rates;

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

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

- A. A broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

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

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

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

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

Local Priorities address:

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

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

(A) enrolled less than 31 days

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

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

(i) are enrolled in a Non-Public School

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

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

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

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

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

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

(2) The total number of cohort members.

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

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

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

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

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

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

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

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

(i) a regular high school diploma

(ii) a High School Equivalency Certificate

(iii) an adult education diploma

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

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

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

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

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

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

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

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

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

Guiding Questions: Goals, Actions, and Services

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