

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

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

LEA Name	Contact Name and Title	Email and Phone
Sweetwater Secondary School	Hayley Beaupre, School Coordinator	hbeaupre@sweetwatersecondary.com

2018-2019 Plan Summary

The Story

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

Sweetwater Secondary School (SSS) is an independent study, academic intervention program serving grades 7 through 12. Every Sweetwater Secondary student enjoys the benefits of a custom-built course plan, one-on-one attention from teachers, individualized college and career planning, and a flexible schedule that meets their academic and personal needs. Our teachers are committed to partnering with parents to provide a personalized and rigorous academic experience for each student.

Sweetwater Secondary School was established by the State Board of Education in 2017 out of Resource Centers that were previously a part of The Charter School of San Diego. Sweetwater Secondary School was formed out of these Resource Centers since they fell within the district lines of Sweetwater Unified School District.

Sweetwater is part of Altus Schools. Altus Schools focus on academic improvement, high-caliber teaching, safe and supportive learning environments, and the development of role models for educational reform.

The model provides one-on-one, personalized, distraction-free instruction, with consistent support and mentoring from one teacher assigned to each student for a year or longer. On-Demand teachers are personally involved and held accountable for individual student success.

The school sets rigorous standards and measures each student's level of initiative and self-discipline, productivity, and achievement of academic credit and social skills. C work or better is required for credit and for advancing a grade level. Team collaboration and communication skills are required at C grade level or above. The school requires community service and/or work internship courses to promote College and Career Readiness.

The Western Association of Schools and Colleges (WASC) granted initial accreditation to Sweetwater Secondary School through June 30, 2021.

SSS is identified by the California Department of Education (CDE) as participating in the Dashboard Alternative School Status (DASS) program. DASS schools must have an unduplicated count of at

least 70 percent of the school's total enrollment (upon first entry to the school) comprised of high-risk student groups to be eligible for DASS. SSS served a 79% of high-risk student groups in 2017-18. The high-risk groups include the following:

- Expelled students
- Student suspended more than 10 days in one school year

Wards of the Court or dependents of the court

- Pregnant and/or Parenting students
- Recovered Dropouts
- Habitually Truant
- Students retained more than once during grades K-8
- Students who are credit deficient
- Students with a gap in enrollment
- Students with high level transiency
- Foster Youth
- Homeless Youth

SSS has served over 343 students to date during the 17-18 school year

Percent of students who qualify for Special Education (SWD) 21.5%

Percent of students who qualify as Socially-Economically Disadvantaged (SED) 81.6%

Percent of students who qualify as English Learners (EL) 14.9%

Percent of students who qualify as Homeless and Foster Youth (FY) 8.4%

SS has had 58 students successfully complete high school requirements year to date.

LCAP Highlights

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

The 2018 LCAP highlights the school's priority to transform student lives. The development of the LCAP aligns to the school's strategic planning process. Stakeholder input is analyzed, along with student demographics, achievement data and the Vision, Mission, and Values, to identify the key initiatives and goals that will guide the prioritization of all actions and services to meet the needs of our students in service of achievement.

Goal 1- Increase Student Achievement in Areas Appropriate for a School Participating in the Dashboard Alternative School Status (DASS) Program.

Aligned to Strategic Initiatives 4,8 and State Priorities 4,5

Key Actions & Services for All

- Pathways Personalized Education Plan
- The Storybook
- Multi-Tiered System of Supports (MTSS): The Intervention and Diversion Program

Highlights of Increased/Improved Actions & Services

- Data Integration Systems (NWEA, Illuminate, Naviance)
- English Learner Achievement Department (ELAD)

Highlights of Supplemental Actions & Services

- Math Tutoring Focused on Standards & Key Claims and Targets

Goal 2-Provide a Broad and Rigorous Course of Study Focused on 21st Century Learning, Aligned to CCS

Aligned to Strategic Initiatives 4, 8 and State Priorities 1, 2, 4, 7

Key Actions & Services for All

- Blended Learning Model with UC/CSU Approved Courses
- CTE Certification Programs
- Work-Based Learning Opportunities
- Comprehensive ELD Program

Highlights of Increased/Improved Actions & Services

- Pathways Learning Lead
- Curriculum Enhancements: Achieve 3000, BrainPOP ESL
- Altus Connect Program

Highlights of Supplemental Actions & Services

- My Path Courses: Individual Learning Paths in ELA and Math to Address Skill Gaps

Goal 3- Provide a Targets and Data Informed Professional Learning System to Increase Teacher Effectiveness and High Quality Instruction

Aligned to Strategic Initiatives 5, 6 and State Priorities 1, 2, 8

Key Actions & Services for All

- Altus University
- CTE Credentialing
- Leadership Studies and Altus Fellow Project
- New Teacher Training: Youth Mental Health First Aid Certification

Highlights of Increased/Improved Actions & Services

- Leading Edge Certification (LEC)
- Gifted and Talented Education (GATE) Certification
- Math Specialist
- Trauma Informed Practices (TIPS) Training

Highlights of Supplemental Actions & Services

- Altus University Parent Trainings

Goal 4-Provide a Safe Environment and Supportive School Culture

Aligned to Strategic Initiatives 3, 10 and State Priorities 1, 3, 6

Key Actions & Services for All

- School Safety Committee and Safety Plan
- Health & Nursing Department

Highlights of Increased/Improved Actions & Services

- Social Work Services
- Leadership & Character Development: Cadet Corps
- Nutrition Program

Goal 5- Provide Innovative, Engaging, and Community- Based Resource Centers

Aligned to Strategic Initiatives 1, 2, 3, 9, 11 and State Priorities 1, 3, 5, 6

Key Actions & Services for All

- Innovative Resource Centers
- Meaningful Parent Engagement

Highlights of Increased/Improved Actions & Services

- Formal Community Partnerships
- Marketing Plan

Highlights of Supplemental Actions & Services

- Bus Passes for Qualifying Students

Review of Performance

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

Greatest Progress

SSS has a fully integrated system of data collection, analysis, and reporting to inform Instructional teams, Curriculum Departments, and Professional Learning through a monthly and annual Storybook. The Storybook provides targeted, drilled down data that includes achievement and engagement indicators that relate directly to overall student success and that of student groups. As a **DASS School**, SSS does not have a Dashboard in which state indicators and local performance indicators are reported in LCFF Rubrics.

Based on SSS's review and analysis of performance indicators and metrics aligned to LCAP goals, SSS's data reflects a strong instructional program, a rigorous and assessable course of study, and an effective Professional Learning System. Multiple measures indicate a safe learning environment and a supportive school culture that supports student achievement with innovative Resource Centers and instructional practices.

Greatest Progress:

- High risk students are participating in school and earning credits towards a high school diploma: Months 1-10 Cumulative Participation on Enrollment is 88.9%.
- As student enrollment changes from year to year, it is challenging to compare year to year results on standards- based proficiency assessments. The school assesses for grade level

standard skill growth using the NWEA MAP assessments. Students are exceeding the 60% MAP growth target metrics in ELA and math: 70% of students met Reading growth targets, 75% of students met Language growth targets, 73% of students met math growth targets.

- Students are engaged their PPEP with a relevant and rigorous course of study; 100% of core courses are UC A-G approved and we continue to expand course offerings to include Honors and AP courses.
- Students are increasing their confidence and their ability to succeed in school within the first 3 months of enrollment: 94% of students reported confidence in their ability and skills to learn and succeed.
- Teachers receive high quality professional development that leads to meeting the needs of students: 100% of teachers participated in a minimum of 60 hours of professional development. 98 % Students and 100% Parents reported high teacher satisfaction rates.
- SSS is a safe place for students to learn and teachers to teach: The Suspension rate (YTD) is 0% and the Expulsion rate (YTD) is 0%. 99% of students and 99% of parents report satisfaction with safety from Annual Surveys.

The 2018-19 LCAP actions/ services are designed to build on these successes. The school is committed to continuous improvement and refinement of processes to ensure the most effective programs and services to support the LCAP Goals aligned to our vision of teaching and learning.

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

Greatest Needs

Based on SSS’s review and analysis of performance indicators and metrics aligned to LCAP goals, SSS’s data reflects a need to continue to focus on improving student achievement in ELA and math, with a focus on the unique needs of English Learners (ELs) and Students with Disabilities (SWD).

Greatest Needs:

- Students at SSS enroll several grade levels behind in ELA and math skills and core credits. Multiple data indicators reflect the need to increase student proficiency in ELA and math standards-based skills.
- Students with Disabilities (SWD) and English Learners (EL) underperform their peers at SSS in ELA and math, data reflects the need to increase SWD and EL proficiency in ELA and math standards-based skills.

The 2018-19 LCAP actions/ services are designed to address these identified needs. The school is committed to closing the achievement gap and providing students with high quality teachers and learning environments, services, and supports to meet their academic, social-emotional and behavioral needs that impact student achievement.

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

Performance Gaps

As a DASS School, SSS does not have LCFF Evaluation Rubrics. The school has conducted a comprehensive needs assessment that incorporates data analysis, program evaluation, an stakeholder input.

Similar to statewide trends, the school continues to see performance gaps in SBA achievement between all students, English Learners (EL), and Students With Disabilities (SWD).

In its first year of operation, school measures student growth in relation to grade level standards proficiency. The school conducts a NWEA Measures of Academic Performance (MAP) pretest in the beginning of the school year (Fall) and a MAP posttest at the end of the school year (Spring). The resulting data displays the percent of students who have met their standards-based grade level growth goal for the year. Based on the analysis of these results, Low Income (LI) students are improving their skills at the same rate as their peers. ELs and SWD are demonstrating comparative strengths in meeting MAP math growth targets. ELs and SDW are not improving reading and writing skills at the same rate as their peers..

In 2017-18, 70% of students met MAP Reading targets. 60% of ELs and 67% of SWD met MAP Reading targets.

In 2017-18, 75% of students met MAP Language targets. 56% of ELs and 64% of SWD met MAP Language targets.

In 2017-18, 73% of students met MAP Math targets. 74% of ELS and 83% of SWD met MAP Math targets.

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

Increased or Improved services

The school has identified high leverage actions/services targeted primarily to increase and improve services for Low Income (LI), English Learners (ELs) and Homeless and Foster Youth. The 2018-19 LCAP outlines the following key actions/services that will increase student group achievement:

Instruction

-Improve data driven instruction through the use of Illuminate, NWEA MAP and Naviance

-Improve support for instructional staff and services for ELs through the creation of the English Learner Achievement Department (ELAD)

Curriculum

- Increase technology access and blended learning opportunities: Connect Program
- Pathways Learning Lead position to increase access and opportunity for all Pathways
- Curriculum Enhancements: Achieve 3000, BrainPOP ESL

Professional Learning

- Math Specialist to increase student achievement
- Improve Professional Learning to include Trauma Informed Practices (TIPS), LEC, GATE

Culture and Safety

- Implement a Nutrition Program to improve learning outcomes
- Provide a Leadership and Character Development Program: Cadet Corps
- Improve social, emotional, and behavioral supports for students: Social Work Program

Community Connectedness

- Implement a Bus Pass Program to increase access to the Resource Center and instructional supports
- Implement a Marketing Plan to increase awareness and connection to community as a school of choice

Budget Summary

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

DESCRIPTION	AMOUNT
TOTAL GENERAL FUND BUDGET EXPENDITURES FOR LCAP YEAR	\$3,319,418
TOTAL FUNDS BUDGETED FOR PLANNED ACTIONS/SERVICES TO MEET THE GOALS IN THE LCAP FOR LCAP YEAR	\$2,407,526

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

Operational and administrative costs in the amount of \$690,487 and contributions to Special Education for \$221,405 are excluded from the LCAP.



DESCRIPTION

AMOUNT

TOTAL PROJECTED LCFF REVENUES FOR LCAP YEAR

2,821,898

Annual Update

LCAP Year Reviewed: Not Applicable

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

N/A

State and/or Local Priorities addressed by this goal:

N/A

Annual Measureable Outcomes

Expected

Actual

N/A	N/A
N/A	N/A
N/A	N/A

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**

N/A	N/A	N/A	N/A
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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.

N/A

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

N/A

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

N/A

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.

N/A

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 of the school had representatives involved in the development of the 2018-19 LCAP. The design of the school allows for teachers, students, parents, counselors, and leadership team members to meet, discuss, and plan for the needs of each individual student. Each student has a Pathways Personalized Education Plan (PPEP) to engage each student in their academic goals. In addition to the weekly and monthly PPEP meetings, stakeholders of the school have many opportunities, and are encouraged, to be involved and participate in the decision making process of the school and the development of the LCAP. Stakeholder involvement contributes to the LCAP development in several important ways: identification and refinement of needs, goals, targets, activities and resource allocation.

Date(s)	Stakeholder Type	Involvement Method
July 17, 2017- July 20, 2017	Leadership Team	Leadership Team Strategic Planning Sessions
August 23, 2017	Leadership Team	Leadership Team Strategic Planning
August 24, 2017	Homeless and Foster Youth Community	Annual Symposium
September 5, 2017-September 29,	Parents	Parent Conferences & Home Visits (FSC)

2017		
September 29, 2017	School Faculty and Staff	Faculty & Office Meeting
October 3, 2017	Special Education Community: Parents	Community Advisory Committee (CAC) Meeting
October 3, 2017-October 17, 2017	Students and Parents	Open House Events
October 3, 2017- October 31, 2017	Students and Parents	Engagement Survey (Fall)
October 12, 2017	English Learner Community	ELAC Meeting and LCAP Needs Assessment
October 19, 2017	School Board and Community	School Board Meeting
October 25, 2017	Leadership Team	Leadership Team Meeting and Data Analysis
October 27, 2017	Teachers and Instructional Staff	Instructional Meeting
November 8, 2017	School Community: Parents, Students, Teachers, Staff	School Council Meeting

November 10, 2017	Special Education Community	Special Education Department Meeting
December 1, 2017	School Faculty & Staff	Faculty Meeting & LCAP Needs Assessment
December 15, 2017	Special Education Community	Special Education Department Meeting and LCAP Needs Assessment
January 22, 2018-January 31, 2018	Parents and Students	Parent Conferences and LCAP Needs Assessment
January 23, 2018	Special Education Community: Parents	Community Advisory Committee (CAC) Meeting and Needs Assessment
January 23, 2018	Homeless and Foster Youth Community	Joint Homeless/Foster Youth Liaison Meeting and Needs Assessment
February 9, 2018	Teachers and Instructional Staff	Instructional Meeting
February 12, 2018-February 13, 2018	Leadership Team	Mid-Year Strategic Planning and Needs Assessment
February 12, 2018-February 26, 2018	Parents and Students	LCAP Progress Report Posting/Mailing

February 22, 2018	School Board and Community	School Board Meeting and LCAP Progress Report
March 1, 2018-March 15, 2018	Parents and Students	Senior Night Events
March 1, 2018-March 22, 2018	Parents and Students	Engagement Survey (Spring)
March 6, 2018	English Learner Community	ELAC Meeting and LCAP Needs Assessment
March 14, 2018	School Community: Parents, Students, Teachers, Staff	School Council Meeting
March 16, 2018	Teachers and Instructional Staff	Instructional Meeting
April 10, 2018	Special Education Community: Parents	Community Advisory Committee (CAC) Meeting
April 13, 2018	School Faculty & Staff	Faculty Meeting & LCAP Needs Assessment
April 27, 2018	Special Education Community	Special Education Department Meeting
May 1, 2018-May 22, 2018	Parents and Students	Parent Conferences and LCAP Input

May 29, 2018-June 1, 2018	Leadership Team	LCAP Development Team Meetings
June 7, 2018-June 21, 2018	Parents and Community Members	LCAP Draft & Input Request and Outreach
June 21, 2018	School Board and Community	School Board Meeting

Impact on LCAP and Annual Update

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

Top Priorities Identified By Stakeholders and LCAP Goals Actions & Services

Curriculum and Instruction

Strengths: Pathways Personalized Education Plan (PPEP), Edgenuity courses, Achieve 3000, CTE Pathways, and My Path Courses

To Increase and Improve Services for Unduplicated Student Groups: Altus Connect Program, Math tutoring services

Addressed in LCAP: Goal 1 Actions and Services, Goal 2 Actions and Services

Professional Learning

Strengths: Altus University, Trauma Informed Practices, Career Week, Homeless & Foster Youth Liaison

To Increase and Improve Services for Unduplicated Student Groups: Math and Instructional Practices, Mental Health for Youth

Addressed in LCAP: Goal 3 Actions and Services

Assessment and Accountability

Strengths: Illuminate, Data Integration Systems Department, Storybook, Flexible Testing Calendars

To Increase and Improve Services for Unduplicated Student Groups: ELPAC skill training for students, SBAC UDA training for students

Addressed in LCAP: Goal 1 Actions and Services, Goal 3 Actions and Services

School Culture and Learning Environments

Strengths: Student- teacher relationships, One-on-One and small group learning, Resource Center design, home visits and intervention process

To Increase and Improve Services for Unduplicated Student Groups: Social Work Program, Bus Pass Program, Nutrition Program

Addressed in LCAP: Goal 4 Actions and Services, Goal 5 Actions and Services

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

New

Goal 1

To Increase Student Achievement in Areas Appropriate for a School Participating in the Dashboard Alternative School Status (DASS) Program.

State and/or Local Priorities addressed by this goal:

State Priorities: 4 & 5

Local Priorities: Strategic Initiatives 4 & 8

Identified Need:

More than 70% of students attending the school qualify as "high risk" based on the DASS criteria. The school's data also indicates that students who enroll are behind in ELA by an average of 2-3 grade levels and 3-4 grade levels behind in math.

Expected Annual Measureable Outcomes

Metrics/Indicator
s

Baseline

2017-18

2018-19

2019-20

Establish a baseline
for 1- Year
Graduation Rate

Establish Baseline

Establish Baseline

Establish Baseline

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
The cumulative student participation rate, including for all unduplicated student groups (LI, EL, FY) and Special Education will meet or exceed 84%	87.4%	87.4%	84%+	N/A
Grades 3-8 SBA in Math Distance to Level 3 overall and unduplicated student groups will maintain status or increase by 3 points	Establish Baseline	Establish Baseline	Level 3 or +3	N/A
Grade 11 SBA in Math Distance to Level 3 overall and unduplicated student groups will maintain status or increase by 3 points	Establish Baseline	Establish Baseline	Level 3 or +3	
Grades 3-8 SBA in ELA Distance to Level 3 overall and unduplicated student groups will maintain status or increase by 3 points	Establish Baseline	Establish Baseline	Level 3 or +3	N/A
Grade 11 SBA in ELA Distance to	Establish Baseline	Establish Baseline	Level 3 or +3	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Level 3 overall and unduplicated student groups will maintain status or increase by 3 points				
NWEA Measures of Academic Performance (MAP) progress results will maintain at 60% or the lowest performing student group will increase by 2%.	Reading: 60% Language: 60% Math: 60%	Reading: 76% Language: 76% Math: 66%	Reading: 60%+ Language: 60%+ Math: 60%+	N/A
EL Reclassification: Exceed statewide average	Establish Baseline	Establish Baseline	17.6% or more	N/A
Establish baseline for EL Progress and Proficiency from ELPAC	Establish Baseline	Establish Baseline	Establish Baseline	N/A
Maintain a dropout rate of 5% or less	Establish Baseline	Establish Baseline	5%-	N/A
90% of students will gain in their ability to learn and succeed in school within 90 days of enrollment	90%	94%	90%+	N/A

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 with Disabilities

Location(s):

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

All

Actions/Services

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

N/A

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

Modified: Base Program for All Students

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

N/A

2017-18 Actions/Services

N/A

2018-19 Actions/Services

- Data and Measures of Student Achievement**
- a. Collect, analyze and disseminate key performance measures aligned to student achievement and publish in The Storybook (monthly, annually)
 - b. Utilize the Data Integration Systems Department to best inform Curriculum, Instruction, and Professional Learning Systems of multiple measures of student achievement data
 - c. Provide training on ELPAC and/or CELDT administration, result analysis, and best practices for using data to inform Curriculum, Instruction, and Professional Learning Systems

2019-20 Actions/Services

N/A

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

	<p>Intervention and Student Support</p> <ul style="list-style-type: none"> a. Recruit, hire, and train high quality teachers to engage high risk students and support their achievement b. Implement, monitor, and update a Pathways Personalized Education Plan (PPEP) for every student based on assessments and post-secondary goals c. Develop and implement schoolwide Instructional Plan (scope and sequence) based upon the needs of the current student populations including Exceptional Learners (Special Education, Gifted and Talented (GATE)) d. Refine the implementation of the Intervention and Diversion Program (MTSS) to include additional training and monitoring to increase high –risk student engagement in school and reduce school absences 	
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	<ul style="list-style-type: none"> a. \$718,419 b. \$84,500 c. \$285,464 d. \$35,204 e. \$375 	N/A

Year	2017-18	2018-19	2019-20
Source		<ul style="list-style-type: none"> a. LCFF Base b. SPED c. LCFF Base d. SPED e. LCFF Base 	
Budget Reference		<ul style="list-style-type: none"> a. 1000-1999 b. 1000-1999 c. 3000-3999 d. 3000-3999 e. 5000-5999 	

Action 2

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)

Low Income, Foster Youth, English Learners

Scope of Services:

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

LEA-wide

Location(s):

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

All

Actions/Services

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

N/A

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

Modified: Increased or Improved Services for LI, Homeless & FY, EL

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

N/A

2017-18 Actions/Services

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2018-19 Actions/Services

<ul style="list-style-type: none">a. Implement the web-based NWEA system, administer Pre- and Post-Assessments, analyze and report student group results to best inform Curriculum, Instruction and Professional Learning Systems and close the achievement gapsb. Utilize Illuminate to assess, disaggregate and report student group (English Learners, Low Income, Foster Youth, Special Ed, Pregnant/Parenting) data in order to make timely data-driven decisions to close the achievement gapc. English Learner Achievement Department (ELAD) to support the increased achievement of English Learnersd. Provide multiple paths to earn a high school diploma or equivalent to increase successful outcomes for high-risk studentse. Use Naviance Program to support the successful post secondary planning of students who are high risk and/or disadvantagedf. Homeless and Foster Youth Liaison to coordinate with school staff to ensure appropriate enrollment processes, course planning, and school services to qualifying students

2019-20 Actions/Services

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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	<ul style="list-style-type: none"> a. \$7,618 b. \$11,860 c. \$3,967 d. \$4,271 e. \$3,355 f. \$2,663 g. \$3,500 	N/A
Source		<ul style="list-style-type: none"> a. LCFF S/C b. SPED c. LCFF S/C d. SPED e. Title I f. PCSGP g. LCFF S/C 	
Budget Reference		<ul style="list-style-type: none"> a. 1000-1999 b. 1000-1999 c. 3000-3999 d. 3000-3999 e. 5000-5999 f. 5000-5999 g. 5000-5999 	

Action 3

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)

Low Income, Foster Youth, English Learners

Scope of Services:

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

LEA-wide

Location(s):

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

All

Actions/Services

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

N/A

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

Modified: Supplemental Program for SED and LEF

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

N/A

2017-18 Actions/Services**2018-19 Actions/Services**

- a. Provide supplemental tutoring in ELA and Math to qualifying students to close the achievement gap
- b. Resource Center Associates (RCAs) to provide supplemental instructional supports

2019-20 Actions/Services**Budgeted Expenditures****Year****2017-18****2018-19****2019-20****Amount**

N/A

- a. \$43,555
- b. \$33,781
- c. \$111,060
- d. \$11,721
- e. \$29,248
- f. \$29,889

N/A

Year

2017-18

2018-19

2019-20

Source

**Budget
Reference**

g. \$1,000

- a. Title I
- b. SPED
- c. LCFF Base, S/C
- d. Title I
- e. SPED
- f. LCFF Base, S/C
- g. Title I

- a. 2000-2999
- b. 3000-3999
- c. 2000-2999
- d. 3000-3999
- e. 2000-2999
- f. 3000-3999
- g. 5000-5999

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

Modified

Goal 2

Provide a Broad and Rigorous Course of Study Focused on 21st Century Learning Skills that Align to California Content Standards that is Accessible to All Students.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4 & 7

Local Priorities: Strategic Initiatives 4 & 8

Identified Need:

The school will provide equitable access to rigorous, standards aligned courses for all students with a quality post-secondary plan.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Maintain percentage of CCSS aligned courses at 100%	100%	100%	100%	N/A
Increase the percentage of	0%	40%	60%	N/A

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
NGSS aligned courses to 60%				
Maintain percentage of ELD aligned ELA courses at 100%	100%	100%	100%	N/A
Increase percentage of ELD aligned History/Social Science courses to 75%	0%	40%	75%	N/A
Maintain 100% of core courses are supervised by high quality, credentialed teachers	100%	100%	100%	N/A
Maintain 100% UC A-G approval rate for core courses	100%	100%	100%	N/A
Maintain 100% NCAA approval rate for core courses	100%	100%	100%	N/A
Maintain the Work Experience Education Program	100%	100%	100%	N/A
Maintain advanced course offerings including Honors and AP courses	8 HNR, 2 ACC, 10AP	8 HNR, 2 ACC, 10AP	8 HNR, 2 ACC, 10AP	N/A

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Maintain state approval status of established CTE Pathways	0	3	3	N/A

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 with Disabilities

Location(s):

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

All

Actions/Services

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

N/A

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

Modified: Base Program for All Students

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

N/A

2017-18 Actions/Services

N/A

2018-19 Actions/Services

Pathways and College and Career Readiness

2019-20 Actions/Services

N/A

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

- a. Expand course offerings for 4-year College & University, Career Readiness, and Military Pathway programs
- b. Implement CTE Certification Programs aligned to key sectors and student PPEP results
- c. Provide comprehensive work-based learning opportunities for students that include: service learning, internships, job shadowing, and Work Experience Education Program
- d. Continue to offer CTE courses aligned to CTE Model Framework
- e. Promote 21st century learning and digital literacy with Pathways E-Portfolio graduation requirement
- f. Enhance ELD program to include course offerings and instructional practices that promote literacy development
- g. Enrich blended learning opportunities for students utilizing online curriculum and resources that features embedded tools and scaffolded supports to enhance learning opportunities for ELs

Standards Aligned Course of Study and Curriculum

- a. Review, update, and monitor course of student to fully align with Common Core State Standards (CCSS), English Language Development Standards (ELD), Next Generation Science Standards (NGSS), UC/CSU a-g requirements, and NCAA requirements
- b. Provide access to advanced courses

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

	<p>and learning opportunities (Advanced Placement Courses, Honors Courses, Accelerated Courses)</p> <ul style="list-style-type: none"> c. Provide customized course curriculum based on Universal Design for Learning (UDL) to increase access to learning for students with disabilities and students with multiple learning styles d. Expand online course offerings to include CCSS, ELD, NGSS, UC/CSU a-g, NCAA approved courses to enhance learning opportunities for all students 	
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	<ul style="list-style-type: none"> a. \$62,141 b. \$90,379 c. \$26,151 d. \$37,330 e. \$9,460 f. \$80,826 	N/A
Source		<ul style="list-style-type: none"> a. LCFF Base b. SPED c. LCFF Base d. SPED e. LCFF Base f. PCSGP 	

Year	2017-18	2018-19	2019-20
Budget Reference		a. 1000-1999 b. 1000-1999 c. 3000-3999 d. 3000-3999 e. 4000-4999 f. 4000-4999	

Action 2

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, English Learners	LEA-wide	All

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
N/A	Modified: Increased or Improved Services for LI, Homeless & FY, EL	N/A

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
	a. Pathways Learning Lead to implement Pathways Program that ensures	

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

	<p>accessibility, equity, and achievement for high risk student groups and historically underserved students</p> <ul style="list-style-type: none"> b. Offer Credit Recovery (CR) courses for high transition students as a 2nd course attempt in order to promote recovery of instructional time and increase pacing towards high school graduation c. Provide curriculum enhancements for EL students: Achieve 3000, BrainPOP ESL d. Increase student access to online curriculum and resources through technology devices and internet: Connect Program 	
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	<ul style="list-style-type: none"> a. \$9,253 b. \$3,775 c. \$4,730 d. \$1,691 e. \$14,740 f. \$1,309 	N/A
Source		<ul style="list-style-type: none"> a. LCFF S/C b. LCFF S/C c. LCFF S/C d. Title III e. PCSGP 	

Year	2017-18	2018-19	2019-20
		f. LCFF S/C	
Budget Reference		a. 1000-1999 b. 3000-3999 c. 4000-4999 d. 5000-5999 e. 5000-5999 f. 5000-5999	

Action 3

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, English Learners	LEA-wide	All

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
N/A	Modified: Supplemental Program for SED and LEF	N/A

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

	<ul style="list-style-type: none"> a. Provide supplemental curriculum for ELs and LI students through “MyPath” and assign Individual Learning Plans (ILPs) to support student skill development and close the achievement gap b. Customize curriculum with supplemental resources to increase student access to the core curriculum 	
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	<ul style="list-style-type: none"> a. \$3,059 b. \$1,016 c. \$1,577 	N/A
Source		<ul style="list-style-type: none"> a. Title II b. Title II c. Title III 	
Budget Reference		<ul style="list-style-type: none"> a. 1000-1999 b. 3000-3999 c. 4000-4999 	

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

Modified

Goal 3

Provide a Targeted and Data Informed Professional Learning System to Increase Teacher Effectiveness and High Quality Instruction.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2 & 8

Local Priorities: Strategic Initiatives: 5 & 6

Identified Need:

Teachers need high quality professional development and training to facilitate and support the academic achievement of all students

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
100% of teachers who have been employed for 3+years will demonstrate subject matter	100%	100%	100%	N/A

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
competency in ELA and Math				
100% of teachers will participate in at least 60 hours of professional development	100%	100%	100%	N/A
90% of staff will report high levels of relevance as indicated by an average 4 rating on training evaluations	90%	90%	90%	N/A
95% Student/Parent Surveys will reflect high teacher satisfaction rate	Students: 100% Parents: 100%	Students: 100% Parents: 100%	Students: 95%+ Parents: 95%+	N/A

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 with Disabilities

Location(s):

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

All

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

N/A	Modified: Base Program for All Students	N/A
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A	<ul style="list-style-type: none"> a. Altus University course offerings and teacher trainings provided to increase teacher effectiveness in implementing CCSS, NGSS, ELD standards b. Increase teachers' subject matter competency in ELA and math through Verification Process of Special Settings (VPSS) c. Increase teachers' Career and Technical Education competency through a CTE credentialing program d. Altus University courses provided to increase capacity through Leadership Studies and Fellows Project e. New Teacher Training Program includes Youth Mental Health First Aid Training and Certification 	N/A
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	<ul style="list-style-type: none"> a. \$9,649 b. \$3,120 c. \$2,150 	N/A

Year	2017-18	2018-19	2019-20
Source		a. LCFF Base b. LCFF Base c. LCFF Base	
Budget Reference		a. 1000-1999 b. 3000-3999 c. 5000-5999	

Action 2

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, English Learners	LEA-wide	All

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
N/A	Modified: Increased or Improved Services for LI, Homeless & FY, EL	N/A

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
	a. Increase teachers' educational	

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

	<p>technology competency through Leading Edge Certification and trainings to enhance capacity to effectively facilitate blended learning</p> <ul style="list-style-type: none"> b. Increase teachers' competency in instructional methodology and differentiation of instruction for all learners through GATE training and Certification c. Math specialist to provide additional support & professional development for teachers in CCSS math instruction, curriculum updates, best practices, strategies and resources for unduplicated student groups d. ELPAC training and coaching on research-based strategies and tools to support student achievement on language proficiency assessment e. Provide teacher training on research-based strategies and tools to support homeless and foster youth engagement in school with a focus on Trauma-Informed Practices for Schools (TIPS) 	
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	<ul style="list-style-type: none"> a. \$9,261 b. \$5,981 c. \$2,183 	N/A

Year	2017-18	2018-19	2019-20
		<ul style="list-style-type: none"> d. \$3,391 e. \$2,146 f. \$800 g. \$2,250 	
Source		<ul style="list-style-type: none"> a. LCFF S/C b. SPED c. Title II d. LCFF S/C e. SPED f. Title II g. LCFF S/C 	
Budget Reference		<ul style="list-style-type: none"> a. 1000-1999 b. 1000-1999 c. 1000-1999 d. 3000-3999 e. 3000-3999 f. 3000-3999 g. 5000-5999 	

Action 3

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)

Students to be Served:

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

Low Income, Foster Youth, English Learners

Scope of Services:

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

LEA-wide

Location(s):

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

All

Actions/Services

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

N/A

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

Modified: Supplemental Program for SED and LEF

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

N/A

2017-18 Actions/Services**2018-19 Actions/Services**

- a. Enhance parent trainings with information and support with post-secondary planning
- b. Promote parent participation in trainings and provide childcare and supports necessary to increase involvement

2019-20 Actions/Services**Budgeted Expenditures****Year****2017-18****2018-19****2019-20****Amount**

N/A

- a. \$417
- b. \$139

N/A

Source

- a. Title II
- b. Title II

Year

2017-18

2018-19

2019-20

**Budget
Reference**

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- a. 1000-1999
- b. 3000-3999

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

Modified

Goal 4

Provide a Safe Environment and Supportive School Culture for Students to Learn and Teachers to Teach.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 3 & 6

Local Priorities: Strategic Initiatives: 3, 10

Identified Need:

The school provides a safe, distraction free, professional learning environment that promotes student learning.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Maintain a suspension rate at 1.5% or less	0%	0%	1.5%-	N/A
Maintain an expulsion rate at 1% or less	0%	0%	1%-	N/A
Maintain 90% or higher satisfaction	Students: 99%	Students: 99%	Students: 90%+	N/A

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
rate from students/parents on safety from Annual Surveys	Parents: 100%	Parents: 100%	Parents: 90%+	N/A
Maintain a compliant School Safety Plan	Compliant Rating	Compliant Rating	Compliant Rating	N/A

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 with Disabilities

Location(s):

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

All

Actions/Services

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

N/A

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

Modified: Base Program for All Students

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

N/A

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

<p>N/A</p>	<p>Safe Schools</p> <ul style="list-style-type: none"> a. Update and monitor effective School Safety Plan b. School Safety Committee to implement the School Safety Plan c. Training and resources provided to ensure staff are informed, prepared, and compliant d. Ensure effective process for reviewing and updating equipment and tools (communication systems, emergency response kits, etc) e. Provide nursing services to support student social-emotional health and well-being f. Provide parents and students with opportunities for input into safety planning 	<p>N/A</p>
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	<ul style="list-style-type: none"> a. \$54,502 b. \$23,129 c. \$1,000 	N/A
Source		<ul style="list-style-type: none"> a. LCFF Base b. LCFF Base c. LCFF Base 	
Budget Reference		<ul style="list-style-type: none"> a. 1000-1999 	

Year	2017-18	2018-19	2019-20
		b. 3000-3999 c. 4000-4999	

Action 2

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, English Learners	LEA-wide	All

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
N/A	Modified: Increased or Improved Services for LI, Homeless & FY, EL	N/A

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
	Social, Emotional, and Behavioral Support Systems <ol style="list-style-type: none"> Provide School Social Work Services or School Counselor Services to coordinate agencies, provide services, and facilitate referrals to support student academic and social/emotional 	

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

	<p>goals</p> <ul style="list-style-type: none"> b. Provide a leadership and character development program, Cadet Corps, to promote student achievement c. Provide small group learning environment at each Resource Center that promotes positive behavior and accountability d. Provide a Nutrition Program, partnering with The San Diego Food Bank, that includes healthy snacks, education, and outreach to qualifying students e. Utilize Backboard Systems as a safety communication tool 	
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	<ul style="list-style-type: none"> a. \$58,586 b. \$16,154 c. \$300 d. \$18,000 	N/A
Source		<ul style="list-style-type: none"> a. LCFF S/C b. LCFF S/C c. LCFF S/C d. SPED 	
Budget Reference		<ul style="list-style-type: none"> a. 1000-1999 b. 3000-3999 	

Year

2017-18

2018-19

2019-20

c. 4000-4999
d. 5000-5999

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

Modified

Goal 5

Provide Innovative, Engaging and Community-Based Resource Centers to Serve Students and Parents.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 3, 5 & 6
Local Priorities: Strategic Initiatives: 1, 2, 3, 9, & 11

Identified Need:

The school will engage stakeholders in the learning community to promote student achievement.

Expected Annual Measureable Outcomes

Metrics/Indicator
s

Baseline

2017-18

2018-19

2019-20

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Maintain formal partnerships with community based organizations	6	6	6	N/A
Receive School Facility Good Repair Status of "good" or "exemplary"	Status of "good"	Status of "good"	Status of "good"	N/A
Promote monthly formal opportunities for parent engagement	1 formal engagement event/opportunity each month = 12 for year	1 formal engagement event/opportunity each month = 12 for year	1 formal engagement event/opportunity each month = 12 for year	N/A
90% of parents will report that Resource Centers engage students in innovative learning opportunities	100%	100%	90%+	N/A

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

Location(s):

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

All, Students with Disabilities

All

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

N/A

Modified: Base Program for All Students

N/A

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

Student, Parent, and Community Engagement

- a. Provide opportunities for students, parents, and community members to receive information/ resources and provide input into the school program through Open House Events, Senior Night Events, Surveys, and Communication Systems
- b. Establish formal opportunities for parent engagement on a monthly basis (multiple methods)
- c. Design innovative Resource Centers, enhanced with technology, that engage students in 21st century learning environments to inspire achievement
- d. Design facilities to meet the “best practices” standards for NGSS lab work
- e. Enhance website features and content to provide accurate and timely information to parents and community members.
- f. Utilize web-based programs to increase parental engagement (Naviance,

N/A

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

	<p>School Pathways Parent Portal)</p> <ul style="list-style-type: none"> g. Effective English Language Advisory Committee (ELAC) practices to increase parent participation and input into the instructional program h. Provide translated materials and resources for parents/guardians of ELs i. Designate translators and/or bi-lingual staff at high EL enrollment Resource Centers 	
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	<ul style="list-style-type: none"> a. \$5,079 b. \$2,645 c. \$300 d. \$245,033 e. \$83,673 	N/A
Source		<ul style="list-style-type: none"> a. LCFF Base b. LCFF Base c. LCFF Base d. LCFF Base e. PCSGP 	
Budget Reference		<ul style="list-style-type: none"> a. 1000-1999 b. 3000-3999 c. 4000-4999 d. 5000-5999 	

Year

2017-18

2018-19

2019-20

e. 5000-5999

Action 2

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)

Low Income, Foster Youth, English Learners

Scope of Services:

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

LEA-wide

Location(s):

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

All

Actions/Services

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

N/A

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

Modified: Increased or Improved Services for LI, Homeless & FY, EL

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

N/A

2017-18 Actions/Services

2018-19 Actions/Services

- a. Establish, sustain, and expand the role of community partnerships to support student and family engagement and learning
- b. Implement a Marketing Plan to inform parents and community about the school's instructional program and enrollment options

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	a. \$13,907 b. \$4,661 c. \$50,617 d. \$19,266	N/A
Source		a. LCFF S/C b. LCFF S/C c. LCFF S/C d. PCSGP	
Budget Reference		a. 1000-1999 b. 3000-3999 c. 5000-5999 d. 5000-5999	

Action 3

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)

Low Income, Foster Youth, English Learners

Scope of Services:

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

LEA-wide

Location(s):

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

All

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

N/A

Modified: Supplemental Program for SED and LEF

N/A

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

a. Increase access to Resource Center supports and services by providing bus passes to qualifying students

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	a. \$300	N/A
Source		a. Title I	
Budget Reference		a. 4000-4999	

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2018-2019

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$457,291

19.34%

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

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

The school has identified high leverage actions/services targeted primarily to increase and improve services for Low Income (LI), English Learners (ELs) and Homeless and Foster Youth. The 2018-19 LCAP outlines the following key actions/services that will increase student group achievement:

Instruction

- Improve data driven instruction through the use of Illuminate, NWEA MAP and Naviance
- Improve support for instructional staff and services for ELs through the creation of the English Learner Achievement Department (ELAD)

Curriculum

- Increase technology access and blended learning opportunities: Connect Program
- Pathways Learning Lead position to increase access and opportunity for all Pathways
- Curriculum Enhancements: Achieve 3000, BrainPOP ESL

Professional Learning

- Math Specialist to increase student achievement
- Improve Professional Learning to include Trauma Informed Practices (TIPS), LEC, GATE

Culture and Safety

- Implement a Nutrition Program to improve learning outcomes
- Provide a Leadership and Character Development Program: Cadet Corps
- Improve social, emotional, and behavioral supports for students: Social Work Program

Community Connectedness

- Implement a Bus Pass Program to increase access to the Resource Center and instructional supports
- Implement a Marketing Plan to increase awareness and connection to community as a school of choice

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

Plan Summary

Annual Update

Stakeholder Engagement

Goals, Actions, and Services

Planned Actions/Services

Demonstration of Increased or Improved Services for Unduplicated Students

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

Plan Summary

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

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

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

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

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

Budget Summary

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

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow

the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)
- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.

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

Stakeholder Engagement

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

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

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

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

Location(s)

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

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

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

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

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

Charter schools may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the

“Goals, Actions, and Services” section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

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

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

Priority 2: Implementation of State Standards addresses:

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

Priority 3: Parental Involvement addresses:

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

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

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;

- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

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

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

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

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

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

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

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

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

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

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

Local Priorities address:

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

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

(b) “Middle School dropout rate” shall be calculated as set forth in 5 *CCR* Section 1039.1.

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

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

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

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

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

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

(f) “Expulsion rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR Section 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

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

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