LCAP Year ☒ 2017–18 ☐ 2018–19 ☐ 2019–20

Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

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

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

LEA Name	IQ Academy Los Angeles		
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2017-20 Plan Summary

THE STORY

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

iQ Academy California - Los Angeles (iQLA) is an online public charter school chartered by Rowland Unified School District. iQLA is known as the "public school that feels like a private school," due to our small size and hands on approach. We serve approximately 550 students in grades K-12. iQLA helps students become independent, self-motivated learners by giving them a strong foundation and opportunities to explore interests and reach their academic potential. Serving residents of five southern California counties, the accredited online school offers an innovative use of technology, a rigorous and engaging curriculum, individualized learning plans for each student, and a personalized approach tailored to different learning styles. We believe that education is most effective when we work together, as a partnership between teachers, parents and students.

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iQ Academy of California-Los Angeles helps students become independent, self-motivated learners by giving them a strong foundation and the tools they need to reach their academic potential.

- Individualized Learning Plans target each student's strengths and weaknesses.
- State-certified teachers guide progress and tailor teaching to student needs.
- Broad, rigorous, highly interactive curriculum enriches and inspires.
- College-and-career counseling and community volunteering enrich the education experience.
- Field trips, extracurricular activities, and clubs help students connect.
- Concurrent enrollment program lets qualified students earn college credits for select courses.
- Service Learning opportunities at all grade levels

LCAP HIGHLIGHTS

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

The 17-18 LCAP continues many of the actions from the prior years and adds the following:

*Extended Onboarding for students who need additional targeted support with the systems, processes, policies and logistics of online school. Re-teaching lessons on specific onboarding tasks will be created and delivered to students throughout the initial semester of enrollment, breaking down the skills, processes and policies into smaller chunks with checks for understanding.

*Credit Recovery Course for students who are not successful in passing Algebra I: Currently, the only opportunity for students who fail Algebra I is to retake the course. Credit Recovery offers students the opportunity to focus on missed standards and skills instead of spending additional time in lessons already mastered.

*Additional college and career counseling to meet the needs of English learner, low income, and foster youth, including parent workshops. The Guidance Counselor will provide regular sessions for students on career and college readiness by grade level to ensure that students have access to information on post-graduate options. The Guidance Counselor will pay special attention to the needs of students who may be the first in their family to attend college, or who are in our unduplicated subgroups.

*Character education program implementation to increase school connectedness and build student culture. iQ has adopted monthly character themes that will be reinforced through homeroom and student recognition assemblies throughout the school year.

*Increased opportunities for structured teacher collaboration within and across content and grade levels. Thorough and intentional planning is a key lever in data-driven instruction. Monthly PD/PLC/Collaboration days have been set aside and planned with a structure that encourages collaboration focused on improving student outcomes. Our instructional approach seeks to create a rich, intentional, personalized & individualized experience for each student, targeting instruction to his or her unique needs and valuing the personal experiences of each child.

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

In the last school year IQ Academy has begun to receive title funds and has used these to build an intervention program (LEAP) to service students who are below grade level in English and Math as indicated by the readiness assessment or other factors. We also developed policies for implementation and engagement of both students and families to promote intervention services to students who we identified as having a need.

We also expanded the Family Academic Support Team (FAST), which works to assist families and students in; technological literacy, organization, attendance, compliance, and supporting new students as they become accustomed to the online environment. This team has also been a great success offering direct one on one services to up to 10 percent of IQ families throughout the school year.

In 2015-2016 school year we increased pass rates to 83.6 percent at the high school level which was a 4.6 percent increase from the previous school year. We also saw a 14 percent increase in graduation rates

during the 2015-2016 school year. These increases come after extensive efforts to transition to updated curriculum which required retraining of staff at the high school levels. The middle school transitioned to this platform at the beginning of the 16-17 school year.

We plan on continuing to utilize these new programs to provide outreach and support for students who are identified as having a need for academic and/or engagement support. We also plan to maintain and grow pass rates and graduation rates by continuing a data-driven approach to both instruction and curriculum mapping.

The percent of 11th graders who scored ready on the ELA EAP assessment grew in 15-16 by 18%,

Our EL reclassification rate increased by 38.8%, which is testament to the hard work of the students and the team.

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

In the last school year IQ Academy has seen a reduction in the attendance rate for our school at all grade levels. We believe the root cause of this is insufficient staff training and a need for better communication to families in their expectations for enrollment requirements. We intend to improve training and communication for both groups in the next school year.

In addition, we need to focus on producing better outcomes in our onboarding and strong start process. Readiness assessment completion did not meet our goal of 95% this year during our assessment window. This is evidence that we are missing students during the start of the school year who may need extra support through intervention and other services. We also believe we have a critical need to develop expanded onboarding and support processes for late start students which is a student population that faces unique challenges that need to be addressed as early as possible in the school year. We intend to develop an expanded onboarding process for this student population in the next school year.

Improving student outcomes in math and ELA remains an area of focus. While the percentage of students meeting or exceeding the math standard as measured by the SBAC grew by 2%, the goal of 45% met or exceeded was not met. For ELA, while the percentage of students meeting or exceeding the standard as measured by the SBAC grew by 7%, the goal of 55% met or exceeded was not met.

The graduation rate in 14-15 was 40.9%. In 15-16, the graduation rate grew significantly to 54.9%. Graduation rates for the socioeconomically disadvantaged and Hispanic subgroups followed this same trend. While this is still very low, iQ has made significant progress in improving graduation rates. iQ will continue to focus on improving outcomes for all students through intentional planning, increased instruction and teacher-student interaction, and additional programs to engage and support students at all grade levels.

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

IQ Academy currently has no gaps in student performance that are two levels below the all student performance indicator.

INCREASED OR IMPROVED SERVICES

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

The FAST program includes our school social worker who along with other school staff work to support our low income, and foster youth student populations. The referenced back to school packet is used to solicit demographic information and other information about our students and their families. iQ will increase or improve services to our unduplicated populations in the following ways:

- Continuing and expanding current FAST program (personnel, social emotional dynamics, resources) (See LCAP Goal 2)
- Work to create better family participation in our Back to school Packet program to better identify students and families who have needs in order to target supports earlier.
- Continue to connect foster youth and socioeconomically disadvantaged pupils to community resources and other supports through our school social workers.
- For our English Learners, we will implement a Comprehensive English Language development program addressing language and academic needs of diverse EL population, including the development of a plan for supporting long-term English Learners.

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	$
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	$347,146.00

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

Only supplemental and, if applicable, concentration fund expenditures are included in the LCAP to clearly isolate and illustrate how supplemental and concentration funds have been and will be utilized to increase and/or improve services for the school's at-risk student population. The general fund budget expenditures are included in the school's adopted budget, interim budget updates, and unaudited actuals, which are presented and approved by the school's board on a quarterly basis.

$4,313,085	Total Projected LCFF Revenues for LCAP Year

[Annual Update]{.underline}   **LCAP Year Reviewed: 2016-17**

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

Goal 1	Increase student achievement for all students including unduplicated populations.

State and/or Local Priorities Addressed by this goal:

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

[ANNUAL MEASURABLE OUTCOMES]{.underline}

EXPECTED

95% of students will take required assessments (diagnostic, interim, state testing)
60% of students will be on or above grade level in Math and Reading at the end of the school year as measured by the i-Ready Diagnostic assessment.
55% of students will be on or above grade level in Reading by the end of the school year based on summative assessments (SBAC/CAASPP)
45% of students will be on or above grade level in Mathematics by the end of the school year based on summative assessments (SBAC/CAASPP)

Increase overall pass rate of HS students by 3-5%

Increase AP placement exam rate to 75% or higher

Increase the percent of EL students who are reclassified by an additional 2%.
RFEP Rates: 2015 - n/a

Percent of ELL who make progress towards English proficiency will increase by 2%.
2015 - n/a

ACTUAL

88% of students participated in CAASPP
69% completed the end of year diagnostic in Reading & Math

54% of students are on or above grade level in Math and 41% are on or above grade level in Reading at the end of the school year as measured by the i-Ready Diagnostic assessment.

47% of students are on or above grade level in Reading by the end of the school year based on summative assessments (SBAC/CAASPP). This is an increase of 7%.

22% of students are on or above grade level in Mathematics by the end of the school year based on summative assessments (SBAC/CAASPP) This is an increase of 2%.

Increased overall pass rate of HS students by 4.6%
Decreased AP placement exam rate by 2.5%

Increased the percent of EL students who are reclassified by 36.8%
RFEP Rates: 2016 - 36.8%

Percent of ELL who make progress towards English proficiency will increase by 2%.
2016 - n/a (fewer than 30 students tested)

Several courses were added to our A-G approval list. Plans are in place to offer wet labs through our chartering district as well as a local community college.

Due to the nature of independent study, it is not possible to meet A-G requirements in this school setting, specifically in laboratory sciences and fine arts.

Increase percentage of students taking Math and ELA EAP to 90%
Increase percentage of Students Passing EAP: English-Language Arts by 2%
Increase percentage of Students Passing EAP: Mathematics by 3%

EAP is now part of SBAC
Increased percentage of Students Passing EAP: English-Language Arts by 18%
Percentage of Students Passing EAP: Mathematics decreased by 11%

ACTIONS / SERVICES

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

Action 1

Actions/Services

PLANNED	ACTUAL
Provide PD, training and Coaching to staff on instruction and assessment strategies in the synchronous and asynchronous virtual environments and best practices.	PD Instructional Strategies and Higher Order Thinking Skills: August, 2016 PD provided on CAASPP results: August, 2016 Instruction by Design with Instructional Coaching PD in October, 2016 Intervention PD November, 2016 Instructional Mapping and Articulation In-Person PD in April, 2017

Expenditures

BUDGETED	ESTIMATED ACTUAL
Training & Support, resources Supplemental and Concentration 42260 Teachers	Training & Support, resources Supplemental and Concentration 49491 Teachers

Action 2

Actions/Services

PLANNED	ACTUAL
Interim Assessments are given to students in Math and Reading each quarter to assess level of knowledge. For Grades 2-5, students are provided the assessment by their Homeroom teachers while for Grades 6-12, the assessment will be built into the English and Math courses	Interim Assessments are given to students in Math and Reading each quarter to assess level of knowledge. For Grades 2-5, students are provided the assessment by their Homeroom teachers while for Grades 6-12: Math Grades 6-10: The assessment is built into the Math courses

	ELA Grades 6-8, 11: Students are provided the assessment by their Homeroom teachers ELA Grades 9-10: The assessment is built into the ELA courses 12th grade students did not participate in interim assessments unless they were enrolled in Algebra I, II or Geometry, and ELA 9, 10 or American Literature.

Expenditures

BUDGETED Teachers	ESTIMATED ACTUAL Teachers

Action 3

Actions/Services

PLANNED Create an Individualized Learning Plan for each student and utilize a Response to Intervention model to determine level of support each pupil needs in ELA and Math.	ACTUAL Each student in grades K-12 had an ILP created within 9 weeks of enrollment with specific ELA goals. An intervention program (LEAP) was introduced this year and targeted students who scored low on the initial diagnostic assessment. Teachers could also refer students to this intervention program as well based on interim assessments, teacher observations, student progress, work samples, and/or learning coach feedback. Teachers increased their instruction time and the instruction was targeted and in response to data.

Expenditures

BUDGETED Staff Student Information System	ESTIMATED ACTUAL Staff Student Information System

Action 4

Actions/Services

PLANNED Create alignments for CCSS and curriculum	ACTUAL K12 curriculum was aligned to CCSS for 14-15 and teachers received K12 curriculum asynchronous CCSS training, teachers also received synchronous, collaborative trainings on CCSS alignments. Increased Structured Teacher Collaboration time. Instructional mapping was introduced during the school year to assist teachers to map out essential standards.

Expenditures

BUDGETED Staff	ESTIMATED ACTUAL Staff

Action **5**

Actions/Services

PLANNED	ACTUAL
Increase instructional time with credentialed teacher. Regular and consistent evaluation of student work samples to identify gaps in skills, provide ongoing feedback, and determine appropriate supports and interventions.	Instructional hours increased this year with regularly scheduled Class Connect sessions for all courses focusing on small group instruction. Students submitted quarterly, physical work samples to assigned teacher for evaluation in grades K-5. Teachers evaluate work throughout the year in all grade levels and provide timely, constructive feedback to students. ILPs are updated at least quarterly for grades K-5 and each semester for grades 6-12. Teachers update the ILPs based on data and the determined supports and interventions.

Expenditures

BUDGETED	ESTIMATED ACTUAL
Teachers	Teachers

Action **6**

Actions/Services

PLANNED	ACTUAL
Daily practice and reinforcement of skills through assignments and supplemental activities.	Students were also given access to the Noodleverse online program to practice basic ELA skills. Small Group live instruction provides opportunities for remediation and reteaching, focusing on needed skills. Students with IEPs may be assigned lessons in iReady by the special education teacher.

Expenditures

BUDGETED	ESTIMATED ACTUAL
Teachers	Teachers

Action **7**

Actions/Services

PLANNED	ACTUAL
Comprehensive English Language development program addressing language and academic needs of diverse EL population such as newcomers to long term ELs.	The ELD department holds live small group (6 or fewer) classes, 90 min per week, for all EL students needing instruction. Instruction is reinforced independently through an online ELD program.

Expenditures

BUDGETED	ESTIMATED ACTUAL
ELD Teachers Supplemental and Concentration	ELD Support: Teachers & Curriculum Supplemental and Concentration

Action **8**

	PLANNED	ACTUAL
Actions/Services	Track the progress of each RFEP student and provide targeted interventions when students are not meeting standards.	All RFEP students are monitored twice a year for two years. The students' state testing scores, progress and grades in the ELA course, and overall performance are reviewed. If a student is showing a lack of success in the ELA course due to language, that student is offered ELD services once again through ESL ReadingSmart and live class connect sessions if needed.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	ELD Teachers Supplemental and Concentration Teachers Supplemental	ELD: Teachers, Clerk, Curriculum, Teachers Supplemental and Concentration

Action 9

	PLANNED	ACTUAL
Actions/Services	Increase training and promotion for families on the importance of completing the i-Ready diagnostic	Orientation sessions were held at various times to support students in completing i-Ready. The Family Academic Support Team (FAST) was revamped into a larger program for our families, especially ew families. iReady's completion is stressed during the orientation sessions held by our FAST team, during the teacher welcome call, during teacher homeroom sessions, and other communication methods done by the homeroom teacher.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	Staff Supplemental and Concentration 497	Staff, FAST Supplemental and Concentration 497

Action 10

	PLANNED	ACTUAL
Actions/Services	Utilize all features available in SIS to monitor and track data and improve system functionality for monitoring student outcomes such as pass rates, GPA, test scores, etc.	Reports are created for pass rates, GPA, honor roll, and other student outcomes.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	SIS Supplemental	SIS Supplemental

Action 11

	PLANNED	ACTUAL
Actions/Services	Investigate hosting in-person science labs to help students satisfy A-G requirements	Met with a local community college and chartering district to discuss wet labs and create an implementation plan.
	BUDGETED	ESTIMATED ACTUAL
Expenditures		

	Staff	Staff

Action 12

Actions/Services

PLANNED	ACTUAL
Host in-person art labs to help students satisfy A-G requirements	UC has released the option of recognizing Art online as A-G approved. Course has been submitted for review. Digital Photography course has been A-G approved for 17-18

Expenditures

BUDGETED	ESTIMATED ACTUAL
Staff	Staff

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.	IQ has worked to support improved outcomes for our students in the last year. * We increased instructional hours for all grade levels with a specific focus on small group and targeted instruction of our students. This process began in the fall and resulted in an overall increase to general instruction with a 15 hour floor on instructional hours for each teacher. Some of our teachers routinely exceed this floor and the result has been a marked increase in instructional time being spent on our students who show the most need. * We also implemented both an intervention program for reading and math as well as as family academic support program that worked to provide extra support to students for specific needs that arise from a virtual setting. The Family Academic Support Team (FAST) works to provide support for onboarding, time management , technological literacy, academic support, and engagement. Through the FAST, intervention program, and the GE efforts to target and provide more small group/one on one time with struggling students, we have a marked increased in implemented resources for students with need. For intervention specifically: * 373 students were identified as eligible – this includes all students, active and withdrawn. * 54 students participated in the intervention required classes – 3x weekly classes. * An additional 49 students participated in optional math and ELA workshop classes through the intervention program. * To date, 67% of SMART goals were met in the first three instructional cycles this school year. The fourth cycle is ongoing. We haven't just been working to provide extra resources for our lowest students but also provide avenues for our excelling students to use our school to their fullest potential.

IQ Academy has been working on developing programs to meet our A-G requirements, Several courses were added to our A-G approval list in the 2016-2017 school year and we have plans in place for the 2017-2018 school year to begin offering wet labs through our chartering district as well as a local community college. We believe end goal of full implementation of these programs is on track for a 2017-2018 roll out. This will provide a great opportunity to our excelling students to jump start their transition out of high school and into college.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Through the 2016-2017 school year we continued to work on improving both readiness assessment participation and CAASPP participation. Increasing teaching time for students allows for more direct intervention and support of all students in the content areas of need. * For the readiness assessments we did reach our goal of 95% for K-5 students in participation. MS and HS still have not hit that goal and will remain a focus in the 2017-2018 school year where we believe we can reach the 95% goal for all grade levels through more structured and consistent onboarding and integration of the readiness assessments into content classes where applicable to incentivize their completion. *Our increased reclassification rate supports our targeted EL Support plans as defined in our 16-17 LCAP.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	
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.	* In the 2017-2018 school year we intend to have improved professional development opportunities by providing instructional coaching to all teachers. Each teacher will be assigned an instructional coach for individual professional development. In addition we intend to provide professional development opportunities to teachers to collaborate across grade levels and courses to articulate their content and essential learning. (Goals/Actions/Expenditures: 2017-20 Goal 1) * We also intend to refer students for academic interventions through our LEAP program for assistance in ELA and Math. (Goals/Actions/Expenditures: 2017-20 Goal 1) * We intend to offer wet labs for science (Goals/Actions/Expenditures: 2017-20 Goal 1)

* Provide students with information and resources on completing SAT/ACT and other exams that demonstrate college-readiness. Offer workshops to students to assist in the process, meeting the needs of students who may be unaware of the college process. (Goals/Actions/Expenditures: 2017-20 Goal 1)

Annual Update   **LCAP Year Reviewed: 2016-17**

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

Goal 2	Through inclusion of all school stakeholders, promote a respectful school culture which values academic excellence and social-emotional health for all students.

State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED

School Attendance Rates will be maintained at 95% and higher
Decrease Chronic Absenteeism rates by 3-5%
Decrease Middle School Dropout Rate by 5-10%
Decrease High School Dropout rate by 10%
Increase HS Graduation Rate by 5%
Reduce administrative withdrawals by 5%.
Maintain 100% ILP completion
Maintain 0% expulsion and suspension rate

50% school participation in surveys given bi-annually to gather feedback and data from families and staff regarding school safety, progress (academic and social-emotional), and connectedness for all students (including ELL, SpEd, homeless youth)

ACTUAL

School Attendance Rates decreased to 94.5%
Chronic absenteeism data will be collected through CALPADS for the first time at the end of the 2016–17 school year.

Decreased Middle School Dropout rate by n/a
Decreased High School Dropout rate by 3.3%
Increased HS Graduation Rate by 14%
Reduce administrative withdrawals by 2.4%.
Maintained 100% ILP completion
Maintained 0% expulsion and suspension rate

up to 44% school participation in surveys (response varied by survey) given bi-annually to gather feedback and data from families and staff regarding school safety, progress (academic and social-emotional), and connectedness for all students (including ELL, SpEd, homeless youth)

ACTIONS / SERVICES

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

Action 1

Actions/Services

PLANNED	ACTUAL
Provide PD, training and Coaching to staff on engagement strategies in the synchronous and asynchronous virtual environments and best practices.Staff will be provided professional development in live session instruction.	Provided Instructional coaches to offer individualized PD for staff focusing on instruction, planning and engagement. Provided PD on FAST supports in August, November, and April.

Expenditures

BUDGETED	ESTIMATED ACTUAL
Teachers, administration, Resources Supplemental and Concentration 42260	Teachers, administration, Resources Supplemental and Concentration 49491

Action 2

Actions/Services

PLANNED	ACTUAL
Continuing and expanding current FAST program (more personnel, social emotional dynamics, resources) to reduce potential students from being withdrawn for resolvable non-compliance reasons (low engagement/attendance, progress, etc).	Utilized FAST supports - added 1 social worker and implemented social-emotional curriculum in Grades 2-11. Revised processes to streamline non-compliance process and increase attempts to re-engage students. Monthly meeting of FAST admin teams to report progress and coordinate between GE and FAST

Expenditures

BUDGETED	ESTIMATED ACTUAL
Teacher, Administration, CMS Intervention Team Supplemental and Concentration 24619	Teacher, Administration, CMS Intervention Team Supplemental and Concentration 24619

Action 3

Actions/Services

PLANNED	ACTUAL
Adopt and implement Social Emotional Learning curriculum to address social emotional learning/health of students	Adopted and implemented a social emotional learning Curriculum for grades 2-12 in the FAST program

Expenditures

BUDGETED	ESTIMATED ACTUAL
Teacher, Administration, Curriculum Supplemental and Concentration 10153	Teacher, Administration, Curriculum Supplemental and Concentration 10153

Action 4

Actions/Services

PLANNED	ACTUAL
Develop a bi-annual survey for IQ families and staff to rate the quality of our programs and whether they address the social-emotional health of their students. Provide questions that distinguish and address concerns of families of unduplicated pupils and individuals with exceptional needs	Develop a bi-annual survey for IQ families and staff to rate the quality of our programs and whether they address the social-emotional health of their students. Implemented quarterly check-in surveys to assess family's preparation, satisfaction, happiness level. These surveys provide staff an opportunity to immediately reach out and address concerns.

	Provide incentives to increase participation.	Questions distinguish and address concerns of families of unduplicated populations.

	BUDGETED	ESTIMATED ACTUAL
Expenditures	Families, Teachers, Administration	Families, Teachers, Administration

Action   5

	PLANNED	ACTUAL
Actions/Services	Maintain and review weekly trackers on student live class-connect sessions to ensure student attendance and participation daily.	Maintained and reviewed twice-weekly trackers on student data, including live session attendance, progress, logins and connections to support personnel

	BUDGETED	ESTIMATED ACTUAL
Expenditures	Teachers, Administration	Teachers, Administration

Action   6

	PLANNED	ACTUAL
Actions/Services	Continue building school connectedness through online and offline social events (back-to-school picnics, museum and educational outings, volunteer opportunities)	Outings were held at museums, parks, local colleges, etc. Outings were connected to our outcomes (science day in the park, beach clean up and Valentines for Veterans). Virtual outings were held for families who could not attend.

	BUDGETED	ESTIMATED ACTUAL
Expenditures	Teachers, Administration, Families	Teachers, Administration, Families

Action   7

	PLANNED	ACTUAL
Actions/Services	Hold virtual and in-person parent information sessions to help families navigate their platforms, understand LC/student/teacher roles, expectations, where to ask for help.	Parent sessions were offered virtually throughout the year, with orientations during enrollment and re-registration information sessions in April, an early-college and wet lab session is scheduled for May, and in-person sessions were held (January, May).

	BUDGETED	ESTIMATED ACTUAL
Expenditures	Supplemental and Concentration 393	Supplemental and Concentration 393

Action   8

	PLANNED	ACTUAL
Actions/Services	Utilize all features available in SIS to monitor and track data and improve system functionality for monitoring student	Reviewed attendance training with Staff, revamped offline work log process. Created and reviewed reports from SIS on a weekly basis. Using SIS to track student outcomes such as

	outcomes such as grad rate/dropout rate, post-secondary goals, attendance, etc.	grad rate/dropout rate, post-secondary goals, attendance, etc.
	BUDGETED SIS Supplemental	ESTIMATED ACTUAL SIS Supplemental

Expenditures

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.	During the 2016-2017 school year, iQCALA improved/expanded programs and actions to promote a respectful school culture which values academic excellence and social-emotional health for all students. This year our biggest expansion was the Family Academic Support Team (FAST). FAST assisted our returning and new families with onboarding during each semester and provided a support system for families were struggling with engagement throughout the year. We provided staff with FAST PD/training throughout the school year to inform teachers of the data and engagement strategies. Attendance/participation reports and trackers were used on a weekly basis to determine student attendance and engagement. This assisted in identifying families with low attendance and participation. This data was used for FAST referrals and following our compliance procedures. We closely tracked attendance activity in our platforms, Blackboard sessions, and submitted offline logs. Socially, our school holds outings monthly with a variety of different events- either in-person or virtual. Parents receive monthly newsletters and are invited to info sessions. SY16-17, the FAST team sends families Check-in surveys throughout the year that require a timeline follow up. We provide students and families information sessions to keep them involved and informed of our school.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Using data from SIS for attendance and the progress trackers allowed us to identify families who may need more support and this included FAST referrals. Providing staff with FAST PD/training throughout the school year and using SIS data and progress trackers helped increase the FAST referral rate. Based on our latest bi-annual survey, 88% of families gave a rate of 4 or 5 when asked to rate their level of agreement with the following statement from 1-5, with 5 being the highest: "My student is well-supported in the area of social-emotional well-being." iQCALA was able to maintain 100% Individualized Learning Plan (ILP) completion for SY14 and SY516. The latest bi annual survey indicates that 83% (rating if 4 or 5 on a 1-5 scale) of our families feel that their child's Individualized Learning Plan helps support their student by providing a path to success. For social engagement, our monthly outings are planned throughout the 5 counties we serve. Feedback from families include having more outings in their area. Virtual outings are offered for families who cannot attend. Parents/families are informed of our info sessions via several email, flyers, and teacher's newsletters and homeroom sessions. The sessions are scheduled throughout different times during the

week; however, our turnout rate has not been high. The our bi-annual survey participation is 10%-20% (expected is 50%) and in our latest survey, 40% of our parents want more opportunities to be involved.

Pulse Check surveys or Check-in surveys are provide families an opportunity to rate and provide feedback throughout the school year. There have been 7 Pulse Check surveys during the 2016-2107 school year. On a scale of 1 to 7, seven being the highest rating, 62% of families rated iQ a 6 or a 7 for satisfaction in the October 2016 Pulse Check survey. For the April 2017 Pulse Check, 75% of families who submitted the survey gave a rating of 6 or 7 for satisfaction. Regarding participation for the survey, there was a decline in participation from families as we moved through the year. The October survey had 245 families participate and in February 2017, we had 96 response submissions.

Our attendance rate declined by 2.6% for the 15-16 school year. Additional training has been implemented to support teachers.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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.

*Character Education and Outings: for the SY17-18, character education will be implemented with a trait theme each month. Outings and homeroom sessions will tie into this theme. Community service opportunities will coincide with the character education as well. Parent/Info sessions will continue.

*Professional Development for staff and teachers will continue and instructional mapping will be included in planning for the school year/each semester. Teachers will continue to receive instructional coaching.

*FAST program will continue to support students and families with onboarding and engagement and implementing a social emotional curriculum.

*Bi-annual surveys will continue with extra communication methods to increase survey participation. Check-in Surveys from the FAST team will continue in SY17-18. Administration will reflect on how to receive higher participation rates for survey submissions through communication methods.

Annual Update   LCAP Year Reviewed: 2016-17

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

Goal 3	All pupils will have access to a rigorous, broad based course of study, taught by fully credentialed and appropriately assigned teachers, which leads to global-ready graduates.

State and/or Local Priorities Addressed by this goal:	STATE ☒ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☒ 7 ☐ 8 COE ☐ 9 ☐ 10 LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED	**ACTUAL**
All teachers are 100% fully credentialed and assigned the appropriate academic courses	All teachers are 100% fully credentialed and assigned the appropriate academic courses
All students will receive access to all K12 materials and courses (Online/Offline), which align with CCSS	All students receive access to all K12 materials and courses (Online/Offline), which align with CCSS
All students will have access to technology which will help to develop skill-sets in a growing global-technological world	All students have access to technology which will help to develop skill-sets in a growing global-technological world
Ensure 100% of ELL students are correctly classified and have access to appropriate ELD support	100% of ELL students are correctly classified and have access to appropriate ELD support
100% of students have access to targeted support programs.	100% of students are enrolled in a broad course of study with content and performance standards assessed by credentialed teachers and age-appropriate assessment tools are utilized.
	100% of students have access to targeted support programs

ACTIONS / SERVICES

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

Action 1

Actions/Services

PLANNED	ACTUAL
Provide PD, training and support for staff members on school systems, technologies and standards to improve access to programs for students	iReady PD for staff Created, updated and maintained Teacher Manual for reference point for all school polices/procedures. PD was provided on instructional mapping, articulation, strategies and support services throughout the year. PD was provided regarding the online platform both asynchronously and synchronously.

Expenditures

BUDGETED	ESTIMATED ACTUAL
Teacher, Administration, Resources Supplemental and Concentration 42260	Teacher, Administration, Resources Supplemental and Concentration 49491

Action 2

Actions/Services

PLANNED	ACTUAL
Continue to have all courses taught by highly qualified, appropriately credentialed educators, as well as ensure all students have access to standards-aligned materials	iQ continues to have all courses taught by highly qualified, appropriately credentialed educators, as well as ensure all students have access to standards-aligned materials

Expenditures

BUDGETED	ESTIMATED ACTUAL
Administration, CMS Hiring Team, K12	Administration, CMS Hiring Team, K12

Action 3

Actions/Services

PLANNED	ACTUAL
Students will continue to utilize the online school platform to develop their skillsets and be familiar with computer technologies that will prepare them for a growing-global technological world	Students utilize the online school platform to develop their skillsets and be familiar with computer technologies that will prepare them for a growing-global technological world. The middle school platform was upgraded this year.

Expenditures

BUDGETED	ESTIMATED ACTUAL
Teachers, Administration	Teachers, Administration, Technology

Action 4

	PLANNED	ACTUAL
Actions/Services	Professional development for teachers, administrators on how to scaffold the CCSS for access for English learners.	Many trainings are provided to CMS staff. The SIOP model has been implemented and shared out to staff for use in supporting ELs access the Common Core Curriculum.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	training, materials	ELD: Training, materials Supplemental

Action 5

	PLANNED	ACTUAL
Actions/Services	Continue to better identify students who may be English Learners once enrolled (Home Language Survey) and provide resources and assistance in courses	In addition to researching and identifying all students with a language other than English through the HLS, the ELD department has partnered with the office to look up all students in CALPADS who do not have a HLS completed. Once identified, they are immediately put into small group ELD instruction.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	Administration, Teachers, SIS Supplemental and Concentration 5581	ELD: Teachers & Clerk Supplemental and Concentration 5581

Action 6

	PLANNED	ACTUAL
Actions/Services	Continue to offer increased time in Specialized Academic Instruction sessions, as well as monthly collaboration calls with all stakeholders (student with IEP, Learning Coaches, service providers, general education teachers, and special education teachers).	Providing Specialized Academic Instruction in the least restrictive environment in accordance with the student's IEP goals, as well as monthly collaboration calls with all stakeholders (student with IEP, Learning Coaches, service providers, general education teachers, and special education teachers).
	BUDGETED	ESTIMATED ACTUAL
Expenditures		Teachers, Resources

Action 7

	PLANNED	ACTUAL
Actions/Services	Provide reimbursement for internet access to households with enrolled students.	Provided reimbursement for internet access to households with enrolled students.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	Administration, SIS Supplemental and Concentration 28041	Administration, SIS Supplemental and Concentration 28041

Action 8

	PLANNED	ACTUAL
Actions/Services	Provide interpretation services as needed to ensure families are able to access needed information	Provided interpretation services as needed to ensure families are able to access needed information
	BUDGETED	ESTIMATED ACTUAL
Expenditures	Supplemental and Concentration 250	Supplemental and Concentration 250

Action **9**

	PLANNED	ACTUAL
Actions/Services	Utilize all features available in SIS to monitor and track data and improve system functionality for monitoring access to programs, identify and connect unduplicated pupils to services.	Development of a grad planning tool, use of SIS to monitor and track data and improve system functionality for monitoring access to programs, identify and connect unduplicated pupils to services.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	SIS Supplemental and Concentration 9985	SIS Supplemental and Concentration 9985

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. | Actions and Services were implemented with no notable exceptions. All of our teachers continue to be credentialed and assigned to the appropriate academic courses. Teachers received training and participated in PDs in regards to schools systems and standards. Teachers and staff had training on our new email system, and MS teachers received training on a new platform, iReady, attendance, as well as re-training for some systems.

For standards, during the 16-17 SY, teachers began instructional mapping for their courses. All students have access to standard-aligned materials and courses. Families receive laptop computers, books, course materials, and access to our online lessons.

For student services, iQ continues to better improve identifying English Learners once enrolled and using systems to monitor and track data to identify and connect unduplicated pupils to services. Students with IEPs are provided with monthly collaboration calls with all stakeholders and are provided with Specialized Academic Instruction per the IEP guidelines. Translation and internet reimbursement continued to be offered.

As a virtual program, we have no school sites. |

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

The actions and services were implemented effectively.

Standards review and lesson creation and instruction was part of the beginning of the year training/professional development. With the increase of instructional hours, teachers were provided with instructional coaching as well starting in October. 62% of our teachers found instructional coaching to be either effective or very effective (from the PD Committee Survey in April 2017). Instructional mapping began in spring of this school year.

Staff/teachers were surveyed after each PD. From the PD Committee Survey in April 2017, teachers have requested to have review/training on some of our current systems. Some suggestions included Blackboard session tools and navigating SharePoint.

For identifying English Learners, we have included the use of tracking the students in CALPADs in addition to the families submitting the Home Language Survey, which is part of the BTSP.

Internet stipends were given to families with enrolled students.

In our 5/1/17 BSTP report, 62% of families had completed it. The BSTP is sent via email and families can complete the packet online. Our offices send reminders to families, but upon reflection, we need to evaluate the communication on the BTSP with our families.

iQ provides a translation service that staff can use. Our FAST liaison submits emails to families in Spanish and letters are translated in Spanish and available for teachers to utilize.

The decision to transition middle school students to the middle school platform (also the same as the high school platform) was to allow students to continue to build their skills set in a more age-appropriate platform. This decision would also allow students to be prepared for the HS platform when it came time. During the school year, a number of improvements have been made to our systems, including an internal email system for students and improved teacher and student experience in the platforms. While these system and platform upgrades are important and worthwhile, the transition did bring challenges with training and supporting all users in a timely manner.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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.

For PDs and training in regards to systems, we will continue to survey teachers/staff to determine the needs for the next PD/training and provide more immediate feedback to teachers who need support navigating or utilizing our systems.

For next school year, teachers will spend time collaborating regularly on articulation, mapping and planning for instruction. This time to plan and collaborate will result in an improved culture of achievement. Instructional mapping planning and reflection will be done throughout the year, and evidence of mastery will be used in DDI meetings.

For the SY1718, the internet reimbursement will be continued.

The Back to School Packet completion rate is an area of improvement. Communication of its importance needs to be relayed to families in more effective ways. Using boarding and student connection calls to stress the completion of the BSTP will allow families to be aware of this task upon enrollment.

To better help prepare our families who transition into the Online School onto the MS or HS platform, we intend to evaluate our training to build better onboarding for students/families and to build upon the staff experience with the new system in the next school year. There will be some technological updates that will make navigating easier for teachers and families. The orientation curriculum will be more appropriately assigned to students/families based on their grade levels and if they are new or returning.

<u>Stakeholder Engagement</u>

LCAP Year   ☒ 2017–18   ☐ 2018–19   ☐ 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

iQLA sent surveys to parents in Fall and Spring to gather input on the current programs, school culture and student needs. As the WASC Action Plan was aligned with LCAP goals in November and December, program coordinators worked directly with stakeholders to gather input. Parent and Teacher live sessions were held in April. In the Spring, the LCAP was presented to the SSC for additional input.

IMPACT ON LCAP AND ANNUAL UPDATE

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

Parental participation in live sessions and surveys is an area of growth. It is clear that we need to work to increase engagement through intentional, focused efforts. Survey input shows that families are satisfied with our programs, but that new families need additional supports throughout the school year to ensure they are successful. Therefore, iQ will offer extended support for these families. Families report, and student assessment scores support, the need for additional support in math for struggling students. Teachers have identified a need for professional development in the areas of instructional and engagement strategies. Both families and teachers report that they are satisfied with the social-emotional supports offered at iQLA for students. These continuations and improvements are included in the LCAP actions for 17-18.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

☐ New	☐ Modified	☐ Unchanged

Goal 1	Increase student achievement for all students including unduplicated populations.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☐ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL

Identified Need

Metrics from Smarter Balanced Assessment Results (Grades 3-11)
SY15-16: 47% Met or Exceeded ELA Levels, 22% Met or Exceeded Math Levels

iReady Diagnostics Assessment Results (Grades 3-11)
SY15-16 (2nd Diagnostic): 54% At or Above Math Level, 61% At or Above Reading Level

HS Course Pass Rates
SY15-16: Semester 1 (83%), Semester 2 (83%)

Algebra I Course Pass Rate for Fall 2016: 52.94%

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Math i-Ready Diagnostic Reading i-Ready Diagnostic SBAC ELA SBAC Math HS Pass Rates RFEP Rate EL Progress (CELDT) SAT/ACT completion rate	54% At or Above Math Level 61% At or Above Reading Level 47% Met or Exceeded ELA Levels 22% Met or Exceeded Math Levels Fall 2015: 83% HS Pass rate Spring 2016: 83% HS Pass rate	%students will be on or above grade level in Math and Reading at the end of the school year as measured by the i-Ready Diagnostic assessment will increase by 5%. % of students meets/exceeds the standard in Reading by the end of the school year based on summative assessments		

A-G Science Lab Completion	36.8% RFEP Rate N/A (fewer than 30 students) 6 Students (SAT); 0 Students (ACT) Set Baseline for A-G Science Lab Completion	(SBAC/CAASPP) will increase by 5% % of students meets/exceeds the standard in Mathematics by the end of the school year based on summative assessments (SBAC/CAASPP) will increase by 5% Increase overall pass rate of HS students by 3% Increase the percent of EL students who are reclassified by an additional 2%. RFEP Rates: 2016-36.8% Percent of ELL who make progress towards English proficiency will increase by 2%. 2016 - n/a Increase number of students completing college entrance exams by 10% (15-16 = 6) Set a benchmark for number of students completing A-G science courses.		

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	☐ All	☐ Students with Disabilities	☐ [Specific Student Group(s)]
Location(s)	☐ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

OR

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

Students to be Served	☒ English Learners	☒ Foster Youth	☒ Low Income

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

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

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
Provide support and professional development for staff on instruction and curriculum; particularly articulation, mapping and strategies for live sessions. Teachers will be assigned an instructional coach for individual professional development.		

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	213336	Amount		Amount	
Source	Supplemental	Source		Source	
Budget Reference	Teachers, Administrators, Training, Materials, Resources	Budget Reference		Budget Reference	

Action **2**

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

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

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

OR

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

Students to be Served	☒ English Learners	☒ Foster Youth	☒ Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
Implement a comprehensive assessment plan including diagnostic, interim and growth measures to identify students needing further support and/or services.		

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	837	Amount		Amount	
Source	Supplemental	Source		Source	
Budget Reference	Resources, Staff, Training	Budget Reference		Budget Reference	

Action **3**

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

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

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

OR

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

Students to be Served	☒ English Learners	☒ Foster Youth	☒ Low Income

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

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

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
Create an Individualized Learning Plan for each student. For HS students, this includes the grad plan.		

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	16802	Amount		Amount	
Source	Supplemental	Source		Source	
Budget Reference	Student Information System	Budget Reference		Budget Reference	

Action   **4**

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

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

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

OR

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

Students to be Served	☐ English Learners	☐ Foster Youth	☐ Low Income

	Scope of Services	☐ LEA-wide	☐ Schoolwide	**OR**	☐ Limited to Unduplicated Student Group(s)
	Location(s)	☐ All Schools	☐ Specific Schools:		☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
Teachers will collaborate across grade levels, courses and programs to articulate their content and standards, connecting experiences and learning across those grades and content areas and targeting instruction to student needs.		

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Source	Base	Source		Source	
Budget Reference	Staff, Resources, Training, Materials	Budget Reference		Budget Reference	

Action **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:			
Students to be Served	☒ All	☐ Students with Disabilities	☐ [Specific Student Group(s)]
Location(s)	☒ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:			
Students to be Served	☐ English Learners	☐ Foster Youth	☐ Low Income
Scope of Services	☐ LEA-wide	☐ Schoolwide	**OR** ☐ Limited to Unduplicated Student Group(s)

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

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
Regular and consistent evaluation of student data, including assessment data, teacher graded assignments, exit tickets, progress monitoring and other data will form the basis for data-driven, targeted instruction focused on differentiation, individualization and personalization, reteaching and remediation. Continue increased instructional time with credentialed teacher, ensuring that instruction is differentiated, individualized and personalized to student needs.		

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Source	Base	Source		Source	
Budget Reference	Teachers, Training, Resources	Budget Reference		Budget Reference	

Action   **6**

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

Students to be Served	☐ All	☐ Students with Disabilities	☐ [Specific Student Group(s)]
Location(s)	☐ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

OR

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

Students to be Served	☒ English Learners	☐ Foster Youth	☐ Low Income

	Scope of Services	☐ LEA-wide	☐ Schoolwide	**OR**	☒ Limited to Unduplicated Student Group(s)
	Location(s)	☒ All Schools	☐ Specific Schools:		☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
Comprehensive English Language development program addressing language and academic needs of diverse EL population. Develop a plan for supporting long-term ELs.		

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	9391	Amount		Amount	
Source	Supplemental	Source		Source	
Budget Reference	ELD Support: Teachers & Curriculum	Budget Reference		Budget Reference	

Action   **7**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served   ☐ All   ☐ Students with Disabilities   ☐ [Specific Student Group(s)]
Location(s)   ☐ All Schools   ☐ Specific Schools: ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served   ☒ English Learners   ☐ Foster Youth   ☐ Low Income

	Scope of Services	☐ LEA-wide	☐ Schoolwide	**OR**	☒ Limited to Unduplicated Student Group(s)
	Location(s)	☒ All Schools	☐ Specific Schools:		☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
Track the progress of each RFEP student and provide targeted interventions when students are not meeting standards.		

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Source	Supplemental	Source		Source	
Budget Reference	ELD: Teachers, Clerk, Curriculum, Teachers	Budget Reference		Budget Reference	

Action   **8**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served   ☐ All   ☐ Students with Disabilities   ☐ [Specific Student Group(s)]
Location(s)   ☐ All Schools   ☐ Specific Schools: ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served   ☒ English Learners   ☒ Foster Youth   ☒ Low Income
Scope of Services   ☐ LEA-wide   ☒ Schoolwide   **OR**   ☐ Limited to Unduplicated Student Group(s)

Location(s)	☐ All Schools	☐ Specific Schools:	☒ Specific Grade spans: <u>High School</u>

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
Offer in-person wet labs for science courses to increase opportunities to earn A-G credits.		

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Source	Supplemental	Source		Source	
Budget Reference	Science Labs: Staff, Resources, Sites, Travel, Supplies	Budget Reference		Budget Reference	

Action **9**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:			
Students to be Served	☒ All	☐ Students with Disabilities	☐ [Specific Student Group(s)]
Location(s)	☒ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:			
Students to be Served	☐ English Learners	☐ Foster Youth	☐ Low Income
Scope of Services	☐ LEA-wide	☐ Schoolwide	**OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
Provide students and parents with information and resources on completing SAT/ACT and other exams that demonstrate college-readiness. Offer workshops to students to assist in the process, meeting the needs of students who may be unaware of the college process.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Budget Reference	Budget Reference	Budget Reference
Teachers, Resources, Training		

Action **10**

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

Students to be Served

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

Location(s)

☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served

☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

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

Location(s)

☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged

Students identified as needing academic interventions (below grade level) are referred to the LEAP program for assistance in ELA and/or Math.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Source	Title I	Source		Source	
Budget Reference	Intervention Team	Budget Reference		Budget Reference	

Action **11**

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

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

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

OR

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

Students to be Served ☐ English Learners ☐ Foster Youth ☐ Low Income

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

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

ACTIONS/SERVICES

2017-18			2018-19			2019-20		
☒ New	☐ Modified	☐ Unchanged	☐ New	☐ Modified	☐ Unchanged	☐ New	☐ Modified	☐ Unchanged
Offer credit recovery class to students who do not successfully complete Algebra I.								

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Source	Base	Source		Source	
Budget Reference	Staff, Resources	Budget Reference		Budget Reference	

Action 12

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

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]
Location(s)	☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☐ LEA-wide ☒ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
Continue the FAST team in grades K-12 to encourage students to submit assignments and break down barriers keeping kids from passing courses.		

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	20924	Amount		Amount	

Source	Supplemental	Source		Source	
Budget Reference	FAST staff	Budget Reference		Budget Reference	

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

☐ New	☐ Modified	☒ Unchanged

Goal 2	Through inclusion of all school stakeholders, promote a respectful school culture which values academic excellence and social-emotional health for all students.

State and/or Local Priorities Addressed by this goal:	STATE ☐ 1 ☐ 2 ☒ 3 ☐ 4 ☒ 5 ☒ 6 ☐ 7 ☐ 8 COE ☐ 9 ☐ 10 LOCAL

Identified Need	Attendance - SY15-16: 94.5% More updated and accurate attendance information both in OLS and for CC sessions • D2L Detailed Report (Attendance tracking for Grades 6-12) • Weekly Attendance Tracker Reports (Attendance of live class connect sessions) Chronic Absenteeism SY15-16: n/a Dropout Rates - [HS] SY15-16: 35.3% HS Grad Rate - SY15-16: 54.9% Parent Participation in programs for students with exceptional needs. Student participation in live sessions targeted to student need Survey standard, process of maintaining survey, historical tracker of responses

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Attendance Rates Chronic Absenteeism	School attendance rate is 94.5%	School Attendance Rates will be 95% or higher		

HS Dropout Rate HS Graduation Rate Live Session Attendance Suspension/Expulsion Rate Survey Response Rate Parent Participation in Workshops and Information Sessions Credit Recovery Pass Rate Parent Participation in Special Programs	Set Baseline for chronic absenteeism HS Dropout rate is 35.3% HS Graduation rate is 54.9% Set Baseline for live session attendance Suspension/Expulsion rate is 0% Highest satisfaction survey response rate was 44% Set baseline for parent participation in workshops and information sessions Set baseline for credit recovery pass rate Set baseline for parent participation in special programs as measured by SEIS and Marvin databases	Set Chronic Absenteeism rates baseline with first reporting by CALPADS for 16-17 SY Decrease High School Dropout rate by 10% Set baseline for live session attendance as measured by Orientation attendance Increase HS Graduation Rate by 5% Maintain 0% expulsion and suspension rate 60% school participation in surveys given bi-annually to gather feedback and data from families and staff regarding school safety, progress (academic and social-emotional), and connectedness for all students (including ELL, SpEd, homeless youth) Set baseline for participation in workshops and sessions for parents of unduplicated pupils and special needs. Set baseline for successful completion of credit recovery courses Create tracking system in MARVIN and set baseline Set baseline for extended onboarding attendance rate utilizing naming conventions and weekly progress trackers		

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

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

OR

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

Students to be Served	☒ English Learners	☒ Foster Youth	☒ Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
Provide support and professional development to staff on engagement strategies in the synchronous and asynchronous virtual environments and best practices.Staff will be provided professional development in live session instruction.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Source	Supplemental	Source		Source	
Budget Reference	Staff, Resources, PD, Training, Materials	Budget Reference		Budget Reference	

Action **2**

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

	Students to be Served	☐ All	☐ Students with Disabilities	☐ [Specific Student Group(s)]
	Location(s)	☐ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

OR

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

Students to be Served   ☒ English Learners   ☒ Foster Youth   ☒ Low Income

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

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

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
Continue to utilize the FAST staff to promote engagement in school and attendance awareness by: providing social emotional learning classes; improving study skills and organization; on-boarding new families to provide a strong start to school; providing parent education and outreach on tracking work completion and grades; and educating families on the importance of attendance and the effect of truancy.		

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	37759	Amount		Amount	
Source	Supplemental	Source		Source	
Budget Reference	FAST, social emotional learning program	Budget Reference		Budget Reference	

Action **3**

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

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

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

OR

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

Students to be Served ☐ English Learners ☐ Foster Youth ☐ Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
The school will encourage parental input in programs through the creation of surveys, newsletters and parent sessions The School will: ~review previous year's survey responses and make considerations to programs. ~continue to provide and update questions that distinguish and address concerns of families of unduplicated pupils and individuals with exceptional needs ~continue to provide incentives/contests to increase participation.		

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20	
Amount	661	Amount		Amount		
Source	Supplemental	Source		Source		
Budget Reference	Families, Teachers, Administration, Resources	Budget Reference		Budget Reference		

Action **4**

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

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

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

OR

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

Students to be Served
☐ English Learners ☐ Foster Youth ☐ Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
Maintain and review weekly trackers on student live class-connect sessions to ensure student attendance and participation daily.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Source	Base	Source		Source	
Budget Reference	Teachers, Administration	Budget Reference		Budget Reference	

Action **5**

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

Students to be Served	☒ All	☐ Students with Disabilities	☐ [Specific Student Group(s)]
Location(s)	☒ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

OR

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

Students to be Served	☐ English Learners	☐ Foster Youth	☐ Low Income
Scope of Services	☐ LEA-wide	☐ Schoolwide	**OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
Continue building school connectedness through online and offline social events and programs (character education program, student recognition, social and educational outings, and volunteer opportunities)		

BUDGETED EXPENDITURES

2017-18		2018-19	2019-20
Source	Base	Source	Source

Budget Reference	Teachers, Administration, Families, Materials, Travel, Supplies	Budget Reference		Budget Reference	

Action **6**

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

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

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

OR

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

Students to be Served ☐ English Learners ☐ Foster Youth ☐ Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
Hold virtual and in-person parent information sessions to help families navigate their platforms, understand LC/student/teacher roles, expectations, where to ask for help.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Source	Supplemental	Source		Source	
Budget Reference		Budget Reference		Budget Reference	

| | Teachers, Administrators, Support Personnel, Guidance Counselor, Travel, Materials, Supplies | | | |

Action   7

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

Students to be Served	☒ All	☐ Students with Disabilities	☐ [Specific Student Group(s)]
Location(s)	☒ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

OR

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

Students to be Served	☐ English Learners	☐ Foster Youth	☐ Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
Develop an ILP for each student that connects the students goals to past, present and future courses and preparation.		

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Source	Base	Source		Source	
Budget Reference	Staff, Resources	Budget Reference		Budget Reference	

Action 8

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

Students to be Served	☐ All	☐ Students with Disabilities	☐ [Specific Student Group(s)]
Location(s)	☐ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

OR

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

Students to be Served	☒ English Learners	☒ Foster Youth	☒ Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
Additional college and career counseling to meet the needs of English learner, low income, and foster youth, including parent workshops.		

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Source	Supplemental	Source		Source	
Budget Reference	Staff, Resources, Materials	Budget Reference		Budget Reference	

Action 9

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

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

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

OR

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

Students to be Served	☒ English Learners	☐ Foster Youth	☐ Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
Provide interpreter and translation services so families who speak a language other than English will be engaged in school.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Source	Supplemental	Source		Source	
Budget Reference	ELD: Interpreter & Translation Services (CLI/DocTrack)	Budget Reference		Budget Reference	

Action **10**

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

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

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

OR

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

Students to be Served	☐ English Learners	☐ Foster Youth	☐ Low Income

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

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

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
Provide high school credit recovery for Algebra I to increase graduation rate and decrease dropout rate.		

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Source	Base	Source		Source	
Budget Reference	Staff, Resources	Budget Reference		Budget Reference	

Action **11**

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

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

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

OR

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

Students to be Served	☐ English Learners	☐ Foster Youth	☐ Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
Parent participation in programs for students with exceptional needs will be solicited by phone calls, emails and participation during and prior to live Individual Education Planning (IEP) meetings. This allows special education teachers to include parents in the process of developing the IEP. Tracking this data will be implemented within CMS Marvin system to track the data for future outcomes. Parent participation in this process will be made at 90% as measured by SEIS and Marvin databases.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Source	Special Education	Source		Source	
Budget Reference	Staff, Resources	Budget Reference		Budget Reference	

Action   **12**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:			
Students to be Served	☒ All	☐ Students with Disabilities	☐ [Specific Student Group(s)]
Location(s)	☒ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

OR

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

Students to be Served	☐ English Learners	☐ Foster Youth	☐ Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
Provide extended onboarding supports to students needing additional targeted support with the systems, processes, policies and logistics of online school.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Budget Reference	Staff, Resources	Budget Reference		Budget Reference	

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

☐ New	☐ Modified	☒ Unchanged

Goal 3	All pupils will have access to a rigorous, broad based course of study, taught by fully credentialed and appropriately assigned teachers, which leads to global-ready graduates.

State and/or Local Priorities Addressed by this goal:	STATE ☒ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☒ 7 ☐ 8 COE ☐ 9 ☐ 10 LOCAL
Identified Need	Teaching Credentials - SY 15-16: 100% full credentialed SY 15-16: 0% Mis-assigned Student Instructional Materials - SY 15-16: 0% lacking in all subject areas Distinguish training procedures for teaching staff (K-5, 6-8, 9-12) Use trackers (BTSP, Onboarding, HLS, ILP) to identify specialized populations (ELL, SpEd, Low-Income)

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Teacher Credentials Teacher Mis-assignment Access to Instructional Materials Facilities in Good Repair Student Support Programs	All teachers are 100% fully credentialed and assigned the appropriate academic courses All students receive access to all K12 materials and courses (Online/Offline), which align with CCSS All students have access to technology which will help to develop skill-sets in a growing global-technological world	All teachers will continue to be 100% fully credentialed and assigned the appropriate academic courses All students will receive access to all K12 materials and courses (Online/Offline), which align with CCSS All students will have access to technology which will help to		

| | 100% of ELL students are correctly classified and have access to appropriate ELD support

100% of students have access to targeted support programs | develop skill-sets in a growing global-technological world

Ensure 100% of ELL students will be correctly classified and have access to appropriate ELD support

100% of students will have access to targeted support programs | | |

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

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

OR

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

Students to be Served	☐ English Learners	☐ Foster Youth	☐ Low Income

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

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

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged

Provide PD, training and support for staff members on school systems, technologies and standards to improve access to programs for students

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Source	Supplemental	Source		Source	
Budget Reference	Teacher, Administration, Resources, Materials, Supplies	Budget Reference		Budget Reference	

Action   2

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

Students to be Served

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

Location(s)

☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served

☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

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

Location(s)

☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18			2018-19			2019-20		
☒ New	☐ Modified	☐ Unchanged	☐ New	☐ Modified	☐ Unchanged	☐ New	☐ Modified	☐ Unchanged

All courses are taught by highly qualified, appropriately credentialed educators, as well as ensure all students have access to standards-aligned materials		

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Source	Base	Source		Source	
Budget Reference	Staff, SIS	Budget Reference		Budget Reference	

Action   **3**

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

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]
Location(s)	☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
Students will utilize the online school platform to develop their skills and be familiar with computer technologies that will prepare them for a growing-global technological world.		

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Source	Base	Source		Source	

| Budget Reference | Teachers, Administration, Training | Budget Reference | | Budget Reference | |

Action   **4**

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

Students to be Served

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

Location(s)

☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served

☒ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

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

Location(s)

☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
Continue to better identify students who may be English Learners once enrolled (Home Language Survey) and provide resources and assistance in courses.		

BUDGETED EXPENDITURES

	2017-18		**2018-19**		**2019-20**
Amount	250	Amount		Amount	
Source	Supplemental	Source		Source	
Budget Reference	ELD: Teachers & Clerk	Budget Reference		Budget Reference	

Action   **5**

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

Students to be Served	☐ All	☐ Students with Disabilities	☐ [Specific Student Group(s)]
Location(s)	☐ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

OR

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

Students to be Served	☒ English Learners	☒ Foster Youth	☒ Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
Utilize all features available in SIS to monitor and track data and improve system functionality for monitoring student outcomes, access to programs, identify and connect unduplicated pupils to services.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Source	Supplemental	Source		Source	
Budget Reference	SIS, Staff, Training	Budget Reference		Budget Reference	

Action   **6**

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

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

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

OR

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

Students to be Served	☐ English Learners	☐ Foster Youth	☐ Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
Providing Specialized Academic Instruction in the least restrictive environment in accordance with the student's IEP goals.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Source	Special Education	Source		Source	
Budget Reference	Staff, Resources	Budget Reference		Budget Reference	

Action **7**

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

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

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

OR

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

Students to be Served	☐ English Learners	☐ Foster Youth	☒ Low Income

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

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

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
Provide an internet subsidy for students who qualify for free or reduced lunch.		

BUDGETED EXPENDITURES

	2017-18		**2018-19**		**2019-20**
Amount	47186	Amount		Amount	
Source	Supplemental	Source		Source	
Budget Reference	ISP	Budget Reference		Budget Reference	

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year   ☒ 2017–18   ☐ 2018–19   ☐ 2019–20

| Estimated Supplemental and Concentration Grant Funds: | $347,145 | Percentage to Increase or Improve Services: | 8.95% |

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 Supplemental funds are being expended on actions and services that are directed toward unduplicated student groups.

Low-Income:
- Increased targeted interventions
- Focus on increasing student engagement
- Provide information on career/college readiness for students who may be first in family to attend higher education

English Language Learners:
- Designated ELD instruction through an online program
- ELD instruction by ELD teachers and SDAIE strategies by all teachers
- Additional professional development on best strategies for working with EL

Redesignated Fluent English Proficient:
- Track the progress of each RFEP student
- Clerical staff for tracking progress
- Provide targeted interventions when students are not meeting standards

Unduplicated Student Count – 56.69%
All NSLP Eligible – 55.20%
EL Funding Eligible – 2.77%
RFEP – 7.46%
Foster Youth – n/a

In 2016/17 the school calculates its minimum proportionality percentage will be 8.95%. This percentage is the benchmark with which we will measure our plan to increase or improve services to unduplicated pupils as compared to services provided to all pupils. Through the goals set forth in Section 3, A we believe sufficient services will be provided to meet or exceed the mandated minimum percentage.

Revised Local Control and Accountability Plan and Annual Update Template Instructions

[Addendum](#)

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

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

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

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

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

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

Instructions: Linked Table of Contents

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

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

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

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

Budget Summary

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

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

- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for

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

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

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.

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

Stakeholder Engagement

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

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

> **Instructions:** The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, mark the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.
>
> > **School districts and county offices of education:** Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.
> >
> > **Charter schools:** Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.
>
> Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

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

> **School districts and county offices of education:** The LCAP is a three-year plan, which is reviewed and updated annually, as required.
>
> **Charter schools:** The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to "LEA-wide."

- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to "schoolwide".

- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", place a check mark next to "Limited to Student Groups".

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

- Check "New" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.

- Check "Modified" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.

- Check "Unchanged" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.

  o If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may check "Unchanged" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

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

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.

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

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

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.

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

State Priorities

Priority 1: Basic Services addresses the degree to which:
- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:
- A. The implementation of state board adopted academic content and performance standards for all students, which are:
    - a. English Language Arts – Common Core State Standards for English Language Arts
    - b. Mathematics – Common Core State Standards for Mathematics
    - c. English Language Development
    - d. Career Technical Education
    - e. Health Education Content Standards
    - f. History-Social Science
    - g. Model School Library Standards
    - h. Physical Education Model Content Standards
    - i. Next Generation Science Standards
    - j. Visual and Performing Arts
    - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:
- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:
- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy UC or CSU entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the CELDT;
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:
- A. School attendance rates;
- B. Chronic absenteeism rates;

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

Priority 6: School Climate as measured by all of the following, as applicable:
A. Pupil suspension rates;
B. Pupil expulsion rates; and
C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:
A. S broad course of study including courses described under Sections 51210 and 51220(a)-(i), as applicable;
B. Programs and services developed and provided to unduplicated pupils; and
C. Programs and services developed and provided to individuals with exceptional needs.

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

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

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:
A. Working with the county child welfare agency to minimize changes in school placement
B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:
A. Local priority goals; and
B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

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

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

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

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

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

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

    (2) The total number of cohort members.

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

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

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

    (2) The total number of cohort members.

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

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

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

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

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

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

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

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

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

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

Guiding Questions: Goals, Actions, and Services

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

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	206,299.00	227,992.00	347,146.00	0.00	0.00	347,146.00
	0.00	0.00	0.00	0.00	0.00	0.00
Supplemental	0.00	0.00	347,146.00	0.00	0.00	347,146.00
Supplemental and Concentration	206,299.00	227,992.00	0.00	0.00	0.00	0.00

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

Total Expenditures by Object Type						
Object Type	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	206,299.00	227,992.00	347,146.00	0.00	0.00	347,146.00
	206,299.00	227,992.00	347,146.00	0.00	0.00	347,146.00

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

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	206,299.00	227,992.00	347,146.00	0.00	0.00	347,146.00
		0.00	0.00	0.00	0.00	0.00	0.00
	Supplemental	0.00	0.00	347,146.00	0.00	0.00	347,146.00
	Supplemental and Concentration	206,299.00	227,992.00	0.00	0.00	0.00	0.00

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

Total Expenditures by Goal				
Goal	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	261,290.00	0.00	0.00	261,290.00
Goal 2	38,420.00	0.00	0.00	38,420.00
Goal 3	47,436.00	0.00	0.00	47,436.00
Goal 4	0.00	0.00	0.00	0.00
Goal 5	0.00	0.00	0.00	0.00
Goal 6	0.00	0.00	0.00	0.00
Goal 7	0.00	0.00	0.00	0.00
Goal 8	0.00	0.00	0.00	0.00

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