

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

San Joaquin County Office of Education one.Charter

Contact Name and  
Title

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## 2017-20 Plan Summary

### THE STORY

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

#### one.Charter Story

one.Charter is comprised of three unique academies that are designed to serve the needs of students in the community who would have otherwise been served by San Joaquin County Office of Education's Alternative Programs. As a public school, one.Charter provides a high quality educational option focusing on the needs of our community for families who choose to have their children educated in a non-traditional setting.

The three academies serve 223 students which includes 48% Hispanic, 4% Asian, .9% Filipino, 22.9% African American, 16.8% White, 7.2% two or more races and .4% unknown. 5.8% of the students are classified as English learners.

one. Charter Academy of Visual & Performing Arts (AVPA) The schools serve 7th-12th grade students from a variety of academic, social and emotional backgrounds. AVPA gives students with artistic aspirations a sanctuary that provides them with the freedom to use their creativity to learn while letting their thought process flourish. The arts are integrated into the core curriculum. Enrichment courses in art, acting, poetry, music, pottery, and more are offered.

one.Charter Career Readiness Academy services high school seniors who are extremely deficient in graduation credit requirements. Graduation requirements were developed with a focus on career readiness skills, apprenticeship and job shadowing opportunities.

one.Charter Elementary (gr. K-6) serving elementary students in transition. Many of these students live at the nearby homeless shelter, double up at friends or families, or are living in local motels. Many students who attend one.Charter Academy have struggled in the traditional educational setting. The goal is to satisfy the physical, emotional, and educational needs of children in transition. The school utilizes a strong academic program with Common Core curriculum that includes a strong emphasis on literacy, numeracy, and technology and provides enrichment opportunities for students.

Creative and varied programs are designed to address the academics, social and emotional needs of the diverse population who choose to become students in one. Charter's unique educational settings. Those who function below grade level, have explicit special needs, or find their interests and talents challenged in a traditional classroom are able to find a program that fits their interests and needs. The opportunity for "choice" within the school is essential to student progress toward meeting parents' and students' desire to access a nontraditional education experience while working toward meeting California State Common Core standards requirements and developing the skills necessary to fully participate as productive

members of our communities.

## LCAP HIGHLIGHTS

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

The key features of this year's LCAP focuses on ways to support students academically with literacy, numeracy and digital literacy, as well as fostering meaningful relationships with students, families and their community. Features of one.Charter Academies LCAP includes:

Goal 1: Through reading literacy, numeracy and digital literacy, students will master grade level common core standards to reach proficiency, earn a high school diploma and possess the skills necessary for college and career readiness.

State priorities: 1, 3, 4, 7, 8

11 actions services which include:

- Continue to recruit fully credentialed teachers and provide staff with necessary Professional Development
- Continue Edmentum Services for students from remediation to A-G course.
- Enrichment Artists and Artist in schools to provide art/music instruction for students to help increase attendance
- Continue technology support
- Chromebook carts
- Site focus curriculum (Protocols)
- Conferences and training.

Goal 2: Developing meaningful partnerships between school, family and community, where all members share a vision for a safe, supportive and productive learning environment.

State priorities: 3, 5, & 6.

9 actions and services which include:

- Material and Refreshment to support parent engagement activities.
- School Nurse
- Counselor
- Campus Security Technician
- Career Readiness Technician
- Advertising for one.Charter

## 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

Alternative schools are not included in the Dashboard report for the Spring 2017 release. After review of local data the following needs were identified:

- Attendance rates showed gains for our students. Several of our English learners participated in one.Bianchi's Children's Theatre Troupe which over 700 elementary students were able to watch the performances. Our community connection has increased drastically with the assistance of our Career Readiness Technician and our Campus Sercuity Technician has been instrumental in helping students with behavior and attendance issues. We will continue to support these endeavors because they have a positive effect on attendance and minor academics.
- We plan on continuing our community outreach for our academies because it is apparent these activities are a hook for our students, be it at our Visual and Performing sites, the Career Readiness site and one.Charter Elementary.
- Also, our graduation rate has increased due to the new Career Readiness and have seen the need to open Comeback Kids for adult students 18yr. and over who are in pursuit of a high school diploma.

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

Alternative schools are not included in the Dashboard report for the Spring 2017 release. After review of local data the following needs were identified:

- Support will be provided for students with academic gaps at Career Readiness Academy. Dedicated remediation opportunities and one-on-one time will be offered to students.
- one.Charter Elementary is a site that serves elementary students in transisiton with many gaps. These students academic needs will be addressed with a second one.Charter Elementary teacher.
- Because of the population we serve we have large performance gaps in English and Mathematics. In the next 3 years we will be researching and purchasing new textbooks for elementary and high school students focusing on curricula to include remediation and ELD components.

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?

Alternative schools are not included in the Dashboard report for the Spring 2017 release therefore performance gaps not identified.

## PERFORMANCE GAPS

### INCREASED OR IMPROVED SERVICES

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

Based on staff and stakeholder feedback we will be implementing several Actions/Services for Foster youth, EL and low income students.

- We will increase the amount we spend on bus passes to assist our low income and foster students (reflected in Goal 2.5)
- A new academy, Comeback Kids, will open to serve older, low-income students and English learners to obtain a high school diploma. (reflected in Goal 1.7 and 1.8)
- Three year plan to purchase new textbooks for k-12 students (reflected in Goal 1.9)

### BUDGET SUMMARY

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

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	\$3,196,387
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$1,578,530.86

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.

Other General Fund budget expenditures included those for cost of overhead, restricted programs such as Lottery and other grants allocated to one.Charter Academy, such as Educator Effectiveness and College Readiness Grants.

\$3,528,895	Total Projected LCFF Revenues for LCAP Year
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# 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.

<b>Goal 1</b>	Through reading literacy, numeracy and digital literacy, students will master grade level common core standards to reach proficiency, earn a high school diploma and possess the skills necessary for college and career readiness.
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State and/or Local Priorities Addressed by this goal:

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

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

- Basic Services: State Priority 1
  - A - Increase the number of fully credentialed teachers. 66.6% of teachers are fully credentialed, verified by 14/15 SARC
  - B - Maintain textbook sufficiency rates to ensure all students have the necessary materials. 100% of students have access to textbooks and instructional materials, verified by 14/15 SARC
  - C - Maintain facilities in good repair. 100% of facilities are maintained and in good repair, verified by 14/15 SARC
- Implementation of State Standards: State Priority 2
  - A - one. Charter will continue to provide all staff with the necessary Professional learning opportunities in the area of Math, Science, ELA/ELD to ensure students receive standards-aligned materials and instruction, verified by the Professional Development calendar.
  - B - Continue to offer English learners designated ELD instruction, 30 minutes daily, verified by site schedules.
- Pupil Achievement: State Priority 4
  - A. CAASPP data:
    - Increase the percentage of 7th and 11th grade students who, nearly met standards in the area of ELA, by 2%, verified by CAASPP reports. 14-15 Baseline data: 20%.

### ACTUAL

- Basic Services: State Priority 1
  - A - 66.6% of teachers were fully credentialed, verified by 15/16 SARC
  - B - 100% of students had access to textbooks and instructional materials, verified by 15/16 SARC
  - C - 100% of facilities were maintained and in good repair, verified by 15/16 SARC
- Implementation of State Standards: State Priority 2
  - A - All staff were provided Professional Learning opportunities in the area of Math, Science, ELA/ELD to ensure students received standards-aligned materials and instruction, verified by the Professional Development calendar.
  - B - English learners were provided designated ELD instruction, 30 minutes daily, and/or ELA/SADIE classes verified by site schedules.
- Pupil Achievement: State Priority 4
  - A. CAASPP data:
    - Fewer than ten 7th grade students tested in ELA, therefore, data is not available. 11th grade students who met or nearly met standards in the area of ELA, fell to 13%.

- Increase the percentage of 7th and 11th grade students who, scored at or near standard in the area of Math- Problem Solving, by 2%, verified by CAASPP reports. 14-15 Baseline data: 21%.
- Increase the percentage of 10th grade students scoring basic on the Science CSTs by, verified by CAASPP reports.

B - No API for 15-16

D - CELDT - Increase the percentage of 12th grade students who scored Early Advanced on the CELDT by 2%, verified by Dataquest (CELDT reports). 14-15 Baseline data: 75%

E - Increase reclassification rates by 1%. 14-15 Baseline data: 0% of students reclassified.

- Course Access: State Priority 7

A - A broad course of study, including all subject areas, described in Section 51210 and Section 51220 are offered to all Academy students, verified by class schedule.

B - Unduplicated pupils have access to broad course of study, including access to ELD instruction and Academic Lab, verified by class schedule.

C - Students with exceptional needs are offered a broad course of study including Individualized Educational and 504 Plans which provide specific academic objectives and educational goals. Push-in and Pull-out services are offered through our Resource Specialist, verified through SEIS.

- Other Pupil Outcomes: State Priority 8

A - All students grades 7-12th participate in a program-wide Writing Assessment annually. Increase the average writing score. 2015/16 data: 2.0 average score. Baseline data: 1.92 score based on PWA data base.

A - 164 students participated in Visual and Performing Arts activities in 2015/16, verified by teacher records and Quest data. Increase student participation. Baseline: 99 students participated.

- Fewer than ten 7th grade students tested in Math, therefore, data is not available. No 11th grade students scored at or near standard verified by CAASPP data 15/16.
- Fewer than ten 5th and 8th grade students tested in Science, therefore, data is not available for those grade levels. 25% of 10th grade students scored basic, 13% scored proficient and 13% scored advance. verified by 15/16 Dataquest.

B - API was suspended

D - 11 students were CELDT tested in 15/16; 9% (1 student) scored Early Advanced and 27% (3 students) scored advanced. verified by 15/16 Dataquest.

E - No students were reclassified fluent English proficient verified by 15/16 CELDT data.

- Course Access: State Priority 7

A - A broad course of study, including all subject areas, described in Section 51210 and Section 51220 was offered to all Charter Academy students, verified by class schedule.

B - Unduplicated pupils had access to a broad course of study, including access to ELD instruction and Academic Lab, verified by 2016/17 class schedule.

C - Students with exceptional needs were offered a broad course of study while meeting the specific academic objectives and goals identified in their Individual Educational Program or 504 Plan. Push-in and Pull-out services were provided by the Resource Specialist, verified through SEIS.

- Other Pupil Outcomes: State Priority 8

A - All 7-12th grade students participated in a program-wide Writing Assessment. PWA scores fell below 2.0 average score. Baseline data: 1.92 score based on PWA 15/16 data.

A - 186 students participated in Visual and Performing Arts activities in 2016/17, verified by teacher records and one. Program quest data.

## ACTIONS / SERVICES

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

Action **1**

Actions/Services

**PLANNED**  
**1.1**  
 Provide Edmentum online service for remediation through A-G courses.

**ACTUAL**  
**1.1**  
 Provided Edmentum online service for remediation and the opportunity to continue courses that meet A-G requirements.

Expenditures

**BUDGETED**  
 5000-5999: Services And Other Operating Expenditures Supp/Conc \$20,000

**ESTIMATED ACTUAL**  
 Funded with College Readiness Grant instead of LCFF for actuals 5000-5999: Services And Other Operating Expenditures \$0

Action **2**

Actions/Services

**PLANNED**  
**1.2**  
 Technology Support Staff

**ACTUAL**  
**1.2**  
 Maintained Technology Support Staff

Expenditures

**BUDGETED**  
 2000-2999: Classified Personnel Salaries Supp/Conc \$18,653  
 3000-3999: Employee Benefits Supp/Conc \$8,199

**ESTIMATED ACTUAL**  
 2000-2999: Classified Personnel Salaries Supp/Conc \$31,006.10  
 3000-3999: Employee Benefits Supp/Conc \$13,257.30

Action **3**

Actions/Services

**PLANNED**  
**1.3**  
 A. Enrichment Artist will provide classroom instruction for students in Visual and Performing Arts.  
  
 B. Artist in Schools will provide visual art lessons

**ACTUAL**  
**1.3**  
 Enrichment Artist and Artist in Schools provided classroom instruction.

Expenditures

**BUDGETED**  
 A. Enrichment Artists 2000-2999: Classified Personnel Salaries Supp/Conc \$35,000  
 A. Enrichment Artist 3000-3999: Employee Benefits Supp/Conc \$8,455  
 A. Enrichment Artist 4000-4999: Books And Supplies Supp/Conc \$12,000  
 B. Artist in Schools 5000-5999: Services And Other Operating Expenditures Supp/Conc \$15,908

**ESTIMATED ACTUAL**  
 A. Enrichment Artists 2000-2999: Classified Personnel Salaries Supp/Conc \$34,000  
 A. Enrichment Artist 3000-3999: Employee Benefits Supp/Conc \$2,221.56  
 A. Enrichment Artist 4000-4999: Books And Supplies Supp/Conc \$12,000  
 B. Artist in Schools 5000-5999: Services And Other Operating Expenditures Supp/Conc \$15,804.50

Action **4**

Actions/Services

**PLANNED**  
**1.4**

**ACTUAL**  
**1.4**

A. one.Charter will update their Mission and Vision statement to include all academies.

A. one.Charter Mission and Vision Statement was reviewed and revised with teachers, staff and consultant.

B. Each Academy will integrate their curriculum within site focus.

B. Academies began integrating curriculum within the site focus.

Expenditures

**BUDGETED**

- A. Time sheet pay for 7 teachers and 2 counselors for 1 day during summer 1000-1999: Certificated Personnel Salaries Supp/Conc \$3,209
- A. Time sheet pay for 7 teachers and 2 counselors for 1days during summer 3000-3999: Employee Benefits Supp/Conc \$535
- A. Contract Sara Glushing to facilitate Mission/Vision 1 day during summer 1000-1999: Certificated Personnel Salaries Supp/Conc \$493
- A. Contract Sara Glushing to facilitate Mission/Vision 1 day during summer 3000-3999: Employee Benefits Supp/Conc \$142
- B. Time sheet pay for 7 teachers and 1 counselor for 3 days during summer 1000-1999: Certificated Personnel Salaries Supp/Conc \$9,627
- B. Time sheet pay for 7 teachers and 1 counselor for 3 days during summer 3000-3999: Employee Benefits Supp/Conc \$1,603

**ESTIMATED ACTUAL**

- A. Time sheet pay for 5 teachers for 1 day during summer 1000-1999: Certificated Personnel Salaries Supp/Conc \$1400
- A. Time sheet pay for 5 teachers for 1 day during summer 3000-3999: Employee Benefits Supp/Conc \$242.38
- A. Contract Sally Glusing to facilitate Mission/Vision 1 day during summer 1000-1999: Certificated Personnel Salaries Supp/Conc \$0
- A. Contract Sally Glusing to facilitate Mission/Vision 1 day during summer 3000-3999: Employee Benefits Supp/Conc \$0
- B. Time sheet pay for 4 teachers combined total of 36 hours 1000-1999: Certificated Personnel Salaries Supp/Conc \$1260
- B. Time sheet pay for 4 teachers combined total of 36 hours 3000-3999: Employee Benefits Supp/Conc \$218.15



Action	<b>5</b>		
Actions/Services	<p><b>PLANNED</b> 1.5 Provide online reading and math remediation</p>	<p><b>ACTUAL</b> 1.5 Publishers were unable to provide online reading and math remediation services due to low student numbers at one.Charter Elementary. This action will continue as 1.5 in 2017/18</p>	
Expenditures	<p><b>BUDGETED</b> Purchase Imagine Learning 5000-5999: Services And Other Operating Expenditures Supp/Conc \$10,000 Purchase ST Math 5000-5999: Services And Other Operating Expenditures Supp/Conc \$5,000</p>	<p><b>ESTIMATED ACTUAL</b> \$0 \$0</p>	
Action	<b>6</b>		
Actions/Services	<p><b>PLANNED</b> 1.6 Provide Protool Hard Drive software</p>	<p><b>ACTUAL</b> 1.6 Protools Hard Drive software wasn't purchased because the most recent available update was Jan. 2016 which we already had.</p>	
Expenditures	<p><b>BUDGETED</b> Update Protools 5000-5999: Services And Other Operating Expenditures Supp/Conc \$1,835</p>	<p><b>ESTIMATED ACTUAL</b> \$0</p>	
Action	<b>7</b>		
Actions/Services	<p><b>PLANNED</b> 1.7 Continue to provide "Choice" curriculum for CRA</p>	<p><b>ACTUAL</b> 1.7 The Career Readiness curriculum included in the Edmentum program was used instead of purchasing Choice for CRA.</p>	
Expenditures	<p><b>BUDGETED</b> Choice Curriculum online cost 5000-5999: Services And Other Operating Expenditures Supp/Conc \$2,000</p>	<p><b>ESTIMATED ACTUAL</b> \$0</p>	
Action	<b>8</b>		
Actions/Services	<p><b>PLANNED</b> 1.8 Continue to seek out a highly qualified teaching staff.</p>	<p><b>ACTUAL</b> 1.8</p>	

		Highly qualified teaching staff was maintained and recruited.
Expenditures	<p><b>BUDGETED</b></p> <p>1000-1999: Certificated Personnel Salaries Base \$1,013,419</p> <p>2000-2999: Classified Personnel Salaries Base \$341,240</p> <p>3000-3999: Employee Benefits Base \$465,947</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>1000-1999: Certificated Personnel Salaries Base \$510,561.80</p> <p>Since the goal says "teaching staff" object 2xxx should not have been included in this action. 2000-2999: Classified Personnel Salaries Base \$0</p> <p>3000-3999: Employee Benefits Base \$180,830.42</p>

**ANALYSIS**

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

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

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

**Goal:**  
 Through reading literacy, numeracy and digital literacy, students will master grade level common core standards to reach proficiency, earn a high school diploma and possess the skills necessary for college and career readiness.

- Remediation via Edmentum online services was provided to all students throughout one.Charter.
- Technology staff provided support for one.Charter.
- Enrichment Artists and Artist in School supported one.Charter Visual and Performing Arts Academies
- one.Charter Mission and Vision statements were revised
- Some teachers began to integrate curriculum with site focus.

The following actions were not implemented for reasons specified below.

- Publishers were unable to provide cost effective on-line reading and math remediation program due to low student numbers enrolled in one.Charter Elementary. (1.5)
- Protools Hard Drive software wasn't purchased because the most recent update available was Jan. 2016. (1.6)
- Online Choice curriculum wasn't purchased for CRA because it was determined that the Career Readiness curriculum included in the Edmentum program would better meet the needs of the students and program. In addition, teachers created relevant/appropriate curriculum. (1.7)

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

The actions and service implemented with fidelity were effective in meeting the goal.

- High school students throughout one.Charter have used Edmentum for mostly credit recovery which has assisted many high school student to catch up on credits and graduate in a timely manner. Edmentum continues to be used for ELD, remediation, supplement classroom instruction and A-G classes. (Graduation rate has improved.)
- Technical services were provided throughout one.Charter which included Protocol update at Bianchi, service for classroom technology including Chromebook,desktop computers, printers, etc. Also, tech has helped this year with implementation of online services of Accuses and Illuminate. (We are currently updating our assessment system which will allow for better monitoring of student progress.)
- one.Charter Mission and Vision statements were aligned to include one.Charter Elementary, and one.Charter Career Readiness Academy. The Mission and Vision guides one.Charter Academies
- one.Charter Bianchi has begun to write site focused integrated curriculum. (Quality of student work has improved)
- Appropriately credentialed and qualified teachers continued to be sought and retained to teach all students throughout one.Charter Academies.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

- 1.1 Amount was paid from the new College Readiness grant outside of LCFF
- 1.2 Additional tech staff was paid during the year
- 1.4 Not as many teachers/counselors actually participated
- 1.5 Publishers were unable to provide online reading and math remediation services due to low student numbers at one.Charter Elementary
- 1.6 Protocols Hard Drive software wasn't purchased because the most recent available update was Jan. 2016 which we already had
- 1.7 Online Choice curriculum was not provided for CRA this past year
- 1.8 Since the goal says "teaching staff" object 2xxx should not have been included in this action

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

Based on review of action/services and feedback from stakeholders, the following changes have been made:

- 16-17 Action 1.4B is Action 1.10 in the 17-20 LCAP
- 16-17 Action 1.8 has been expanded to include 1 teacher at one.Charter Elementary and 4 teachers to open the one.Comeback Kids Charter in the 17-20 LCAP
- 16-17 Action 1.4A was completed and has been removed from the 17-20 LCAP
- 16-17 Action 1.7 was not implemented as planned. It was not purchased due to Edmentum Career Readiness curriculum and teacher created curriculum that met the intent of this action. It has been removed from the 17-20 LCAP

The following actions have been added to the 17-20 LCAP:

- 1.7 Five Chromebook carts/1 for Bianchi and 4 for Comeback Kids
- 1.9 Pilot and purchase standards aligned English Language Arts instructional materials
- 1.11 Staff will participate in conferences and workshops designed to support the academic and behavioral

needs of students

# 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.

<h2 style="margin: 0;">Goal 2</h2>	Developing meaningful partnerships between school, family and community, where all members share a vision for a safe, supportive and productive learning environment.
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State and/or Local Priorities Addressed by this goal:

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

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

- Parent Involvement: State Priority 3
  - A - Increase parent participation in Parent/Teacher conferences by 5% to reach at least 75%, verified by parent sign-in. Baseline data: 2012-14.7% participation 2014/15 - 71% parent participation
  - A - Maintain community attendance and participation at Academy of Visual and Performing Arts Events, verified by sign-in and head count. Baseline data: 2013/14 - 158 participants. 2014/15 - 405 participants.
  - B - Encourage parent conference participation to families of unduplicated students by providing translators. No current data to support this matrix.
  - C - Continue to encourage parents of exceptional needs students to participate in the IEP and 504 process, verified by SEIS. No current data to support this matrix.
  
- Pupil Engagement: State Priority 5
  - A - Increase attendance rates by 2 %, verified by CALPADS. Baseline data 2014/15: 89%
  - B - Decrease chronic absenteeism by 5 students verified by CALPADS. Baseline data 2014/15: 12 students
  - C - Decrease Middle school dropout rates. Baseline data: No current data to support this matrix.
  - D - Decrease High school dropout rates. Baseline data: No current data to support this matrix.

### ACTUAL

- Parent Involvement: State Priority 3
  - A - Parent participation in Parent/Teacher conferences increased 3% to 74% verified by 2015-16 parent sign-in.
  - A - Increased community attendance and participation at one.Charter AVAP events to 758 students, verified by sign-in and head counts
  - B - Encouraged families of unduplicated students to participate in parent conference by providing translators. Parent conferences were held 3 times in 2016/17 school year.
  - C - Parents of exceptional needs students were encouraged to participate in the IEP and 504 process, verified by SEIS. No current data to support this matrix.
  
- Pupil Engagement: State Priority 5
  - A - 2015-16 Attendance rates remained the same, 89%, verified by CALPADS
  - B- 2015-16 Chronic absenteeism rate decreased to 24% verified by CALPADS
  - C - Decrease Middle school dropout rates. Baseline data: No current data to support this matrix.
  - D - Decrease High school dropout rates. Baseline data: Seven students were reported as high school dropouts in 15/16 verified by PROMIS.
  - E - Graduation rate for one. Charter decreased . Baseline 41 students graduated in 15/16 verified by PROMIS

E - Increase High school graduation rates by 5 students to be 48 graduates, verified by PROMIS. Baseline data 2014/15: 43 graduates.

- School Climate: State Priority 6

A - Decrease student suspension rates from 83 student offenses to 20 student offenses, verified by PROMIS. Baseline data 2014/15: 83 offenses

B - Maintain student expulsion rates, verified by PROMIS. Baseline data: 0 expulsions

C - Other local measures: No current data to support this matrix. A school climate survey will be developed to measure school safety and connectedness

- Student Participation: Local Priorities:

A - Maintain student participation in one.Quests, verified by student attendance, reflections and teacher's notes. 2014/15-165.

B - Maintain student participation in Academy of Visual and Performing Arts, verified by students attendance, reflection and teacher's notes. Baseline data 2013/14-85; 2014/15-100

- School Climate: State Priority 6

A Student suspensions rates decreased to 36 students offenses, verified by 2015/16 PROMIS.

B - Maintained student expulsion rates at 0, verified by 2015-16 PROMIS.

C - Other local measures: School Climate survey stated that both parents and students overwhelming feel safe

- Student Participation: Local Priorities:

A - Student participation in one.Quests decreased to 68, verified by student attendance, reflections and teacher's notes.

B - Increased student participation in Academy of Visual and Performing Arts to 105, verified by 2015-16 AVAP students attendance, reflection and teacher's notes.

[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	<b>1</b>		
Actions/Services		<p><b>PLANNED</b>  <b>2.1</b>                      Provide materials and refreshments for all one.Charter events</p>	<p><b>ACTUAL</b>  <b>2.1</b>                      Provided materials and refreshments for all one.Charter events.</p>
Expenditures		<p><b>BUDGETED</b>                      4000-4999: Books And Supplies Supp/Conc \$2,000</p>	<p><b>ESTIMATED ACTUAL</b>                      4000-4999: Books And Supplies Supp/Conc \$4,000</p>
Action	<b>2</b>		
Actions/Services		<p><b>PLANNED</b>  <b>2.2</b>                      School Nurse will provide mental and physical health outreach for students.</p>	<p><b>ACTUAL</b>  <b>2.2</b>                      School Nurse provided mental and physical health outreach for students.</p>
Expenditures		<p><b>BUDGETED</b>                      1000-1999: Certificated Personnel Salaries Supp/Conc \$27,127                      2000-2999: Classified Personnel Salaries Supp/Conc \$0                      3000-3999: Employee Benefits Supp/Conc \$7,733</p>	<p><b>ESTIMATED ACTUAL</b>                      C. Estes 1000-1999: Certificated Personnel Salaries Supp/Conc 21,701.76                      R. Hernandez 2000-2999: Classified Personnel Salaries 8,186.40                      3000-3999: Employee Benefits 10,692.88</p>
Action	<b>3</b>		
Actions/Services		<p><b>PLANNED</b>  <b>2.3</b>                      Provide counseling services to support students</p>	<p><b>ACTUAL</b>  <b>2.3</b>                      Counseling services to support students were provided</p>
Expenditures		<p><b>BUDGETED</b>                      1000-1999: Certificated Personnel Salaries Supp/Conc \$42,841                      3000-3999: Employee Benefits Supp/Conc \$17,403</p>	<p><b>ESTIMATED ACTUAL</b>                      (Alex DeAlba/ Corina Morga) 1000-1999: Certificated Personnel Salaries Supp/Conc 38,216.82                      3000-3999: Employee Benefits Supp/Conc 16,591.15</p>
Action	<b>4</b>		
Actions/Services		<p><b>PLANNED</b>  <b>2.4</b>                      Provide transportation for students to attend Charter events</p>	<p><b>ACTUAL</b>  <b>2.4</b>                      Provided transportation for students to attend one. Charter events.</p>
Expenditures		<p><b>BUDGETED</b></p>	<p><b>ESTIMATED ACTUAL</b></p>

Van rental 5000-5999: Services And Other Operating Expenditures  
Supp/Conc \$2,500

Van rental 5000-5999: Services And Other Operating Expenditures  
Supp/Conc 963.83



Action **5**

Actions/Services

**PLANNED**  
**2.5**  
 Provide bus passes for Low Income students

**ACTUAL**  
**2.5**  
 Provided bus passes for Low Income students.

Expenditures

**BUDGETED**  
 5000-5999: Services And Other Operating Expenditures Supp/Conc \$4,200

**ESTIMATED ACTUAL**  
 5000-5999: Services And Other Operating Expenditures Supp/Conc 2,800

Action **6**

Actions/Services

**PLANNED**  
**2.6**  
 Provide Charter-based Curriculum to Elementary students

**ACTUAL**  
**2.6**  
 Character-based curriculum was provided for elementary students.

Expenditures

**BUDGETED**  
 Curriculum 5000-5999: Services And Other Operating Expenditures Supp/Conc \$2,500

**ESTIMATED ACTUAL**  
 5000-5999: Services And Other Operating Expenditures Supp/Conc \$2,500

Action **7**

Actions/Services

**PLANNED**  
**2.7**  
 Campus Security Technician

**ACTUAL**  
**2.7**  
 Maintained Campus Security Technician.

Expenditures

**BUDGETED**  
 2000-2999: Classified Personnel Salaries Supp/Conc \$22,299  
  
 3000-3999: Employee Benefits Supp/Conc \$5,199

**ESTIMATED ACTUAL**  
 (Luis DeAlba 2000-2999: Classified Personnel Salaries Supp/Conc 22,209.33  
  
 3000-3999: Employee Benefits Supp/Conc 5,339.95

Action **8**

Actions/Services

**PLANNED**  
**2.8 Career Readiness Technician**

**ACTUAL**  
**2.8**  
 Maintained Career Readiness Technician.

Expenditures

**BUDGETED**  
 (Don Nickerson) 2000-2999: Classified Personnel Salaries Supp/Conc \$16,720  
 (Don Nickerson) 3000-3999: Employee Benefits Supp/Conc \$4,038

**ESTIMATED ACTUAL**  
 Amount paid from new College Readiness grant outside of LCFF 2000-2999: Classified Personnel Salaries Supp/Conc 0  
 Amount paid from new College Readiness grant outside of LCFF 3000-3999: Employee Benefits Supp/Conc 0

Action **9**

<p>Actions/Services</p>	<p><b>PLANNED</b> 2.9 Foster Youth Mentor</p>	<p><b>ACTUAL</b> 2.9 Maintained Foster Youth Mentor</p>
<p>Expenditures</p>	<p><b>BUDGETED</b> (Joseph Robinson) 2000-2999: Classified Personnel Salaries Supp/Conc \$10,275 (Joseph Robinson) 3000-3999: Employee Benefits Supp/Conc \$2,481</p>	<p><b>ESTIMATED ACTUAL</b> (Joseph Robinson) 2000-2999: Classified Personnel Salaries Supp/Conc 16,139.33 (Joseph Robinson) 3000-3999: Employee Benefits Supp/Conc 3,880.31</p>

ANALYSIS

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

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

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

Goal: Developing meaningful partnerships between school, family and community, where all members share a vision for a safe, supportive and productive learning environment.

- A Campus Security Technician served 2 of the one.Charter's sites.
- The Career Readiness Technician provided services to students at CRA.
- Counseling and medical services were provided to identified students.
- Foster Youth Mentor provided services to identified elementary students.
- Bus passes were provided to low income students.

There were no challenges in implementing the actions/services related to this goal.

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

- All actions and service were implemented with fidelity and were effective in meeting the goal.
- The Campus Security Technician helped to decrease suspensions at the sites he supports
  - The Career Readiness Technician provided job shadowing/apprenticeship opportunities for all CRA students.
  - Counseling and medical services or referrals were provided to all students as needed/requested
  - The Foster youth mentor provided support to students and staff at the site he was assigned
  - Transportation was no longer an obstacle for low income students.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

## 2.8 Amount paid from new College Readiness grant outside of LCFF

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

Based on review of action/services and feedback from stakeholders, the following changes have been made:

16-17 Action 2.6 was completed and has been removed from the 17-20 LCAP  
16-17 Action 2.9 Services of Foster Youth Mentor will not be needed next year because we are adding another teacher to one Charter Elementary who will increase the services provided by the part-time Foster Youth Mentor in the 17-20 LCAP (Goal 1.8).

The following actions have been added to the 17-20 LCAP:

- 2.7 Increase Campus Security Technician by 0.2FTE
- 2.9 Advertising opening and enrollment for one Comeback Kids Charter

# Stakeholder Engagement

LCAP Year

2017–18  2018–19  2019–20

## INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

Teacher /Bargaining Unit Member Engagement

Teachers reviewed Data, LCFF and LCAP

one.Charter teachers attended this Regional meeting to review data and discuss findings, as well as reviewed the LCAP process. Assessment data is always a concern with our populations, especially for our at-risk population.

- trainings
- materials
- technology
- one.Charter Main will have a Campus Security Technician at their site because they will be sharing their physical space with a Community School. (Reflected in 2.7)

LCAP Parent meeting one.Charter Elementary

Feb. 1, 2017

Based on feedback, the following have been included in the 2017-2020 LCAP

- Parents felt a 2nd one.Charter elementary teacher is needed (Reflected in 1.8)
- Parents want to continue Enrichment program (chess, music, art, homework, etc) (Reflected in 1.3)
- ELA curriculum for Elementary students was discussed for next year (Reflected in 1.9)

LCAP Stakeholder/Students/Community Data Review at one. Charter Bianchi

March 1, 2017

The Arts were a main focus of this discussion.

- Continue to provide enrichment in The Arts (Reflected in 1.3)
- Bus passes needed for low income students (Reflected in 2.5)
- Increase the budget of materials and refreshments for AVAP Events of the year (Open Mic, Showcases, AVAP Bianchi's Children's Theater Troupe) (Reflected in 2.1)
- The importance of integrating curriculum was also discussed as a way to hook students and raise assessment scores. (Reflected in 1.10)
- Need for advertising discussed to attract students who are interested in VAPA

LCAP Stakeholder/Students/Community Meeting at one.Charter Main

Feb. 28, 2017

Based on feedback, the following have been included in the 2017-2020 LCAP

- Sound Studio update (Protools Hard Drive software) (Reflected in 1.6)
- 0.2 Campus Security Technician (Reflected in 2.7)
- Continue to hire Artists in Schools and Enrichment Artists (Reflected in 1.3)

LCAP Stakeholder met at Career Readiness Academy where our Business Partners were present.

Feb. 13, 2017

Business partners shared the importance of equity and accessibility for all students.

- Bus passes needed for low income students (Reflected in 2.5)
- Continue Career Readiness Technician to help support all students with accessibility to Career Readiness job shadowing and apprenticeship opportunities (Reflected in 2.8)
- Discussed the need for new academy Comeback Kids (Reflected in 1.8) and need for Chromebook carts (Reflected in 1.7)
- Hire a PT Post Grad Technician to follow-up on one.Charter Graduates

Public Hearing to present the LCAP  
June 22, 2017

one.Charter Board adoption of the LCAP  
June 26, 2017

## IMPACT ON LCAP AND ANNUAL UPDATE

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

Teachers Engagement looked at student data. Attendance has improved at one.Charter AVAP and Charter Elementary.  
PWA data  
Suspension data  
Graduation data

LCAP Parent meeting one.Charter Elementary  
Feb. 1, 2017

Based on feedback, the following have been included in the 2017-2020 LCAP

- Parents felt a 2nd one.Charter elementary teacher is needed (Reflected in 1.8)
- Parents want to continue Enrichment program (chess, music, art, homework, etc) (Reflected in 1.3)
- ELA curriculum for Elementary students was discussed for next year (Reflected in 1.9)

LCAP Stakeholder met at Career Readiness Academy where our Business Partners were present.  
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- Continue Career Readiness Technician to help support all students with accessibility to Career Readiness job shadowing and apprenticeship opportunities (Reflected in 2.8)
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LCAP Stakeholder/Students/Community Meeting at one.Charter Main  
Feb. 28, 2017

Based on feedback, the following have been included in the 2017-2020 LCAP

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- 0.2 Campus Security Technician (Reflected in 2.7)
- Continue to hire Artists in Schools and Enrichment Artists (Reflected in 1.3)

LCAP Stakeholder/Students/Community Data Review at one. Charter Bianchi

March 1, 2017

The Arts were a main focus of this discussion.

- Continue to provide enrichment in The Arts (Reflected in 1.3)
- Bus passes needed for low income students (Reflected in 2.5)
- Increase the budget of materials and refreshments for AVAP Events of the year (Open Mic, Showcases, AVAP Bianchi's Children's Theater Troupe) (Reflected in 2.1)
- The importance of integrating curriculum was also discussed as a way to hook students and raise assessment scores. (Reflected in 1.10)

Impact:

It is apparent that The Arts is having a positive impact on truancy, with both one. Charter Bianchi and one. Charter Elementary both improved attendance. It is apparent that bus passes are helpful for low income students. Because of the Parent Meeting we are going to pilot and purchase Elementary Language Arts books (grades k-6) in 2017/18. Business Partners expressed concern for equity and accessibility for all students. Comeback Kids program was discussed as well as the need for Chromebook carts and bus passes.

# 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

Through reading literacy, numeracy and digital literacy, students will master grade level common core standards to reach proficiency, earn a high school diploma and possess the skills necessary for college and career readiness.

State and/or Local Priorities Addressed by this goal:

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

Identified Need

Through Stakeholder engagement, a review of current student assessment data, programs and curriculum, it was determined that one. Charter students need:

- Qualified teachers
- Access to Curriculum
- Access to Technology
- Enrichment Opportunities

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
State Priority 1- Basic Services  1A. Teachers appropriately assigned and fully credentialed.  1B. Access to Instructional Materials  1C. Facilities are maintained	State Priority 1- Basic Services  1A - 66.6% of teachers are fully credentialed, verified by 15/16 SARC  1B - 100% of students have access to textbooks and instructional materials, verified by 15/16 SARC  1C - 100% of facilities are maintained and in good repair, verified by 15/16 SARC	State Priority 1- Basic Services  1A - Increase the number of fully credentialed teachers. (verified by SARC)  1B 100% of students will have access to instructional materials. (verified by SARC)  1C - 100% of facilities will be maintained in good repair. (verified by SARC)	State Priority 1- Basic Services  1A - Increase the number of fully credentialed teachers. (verified by SARC)  1B 100% of students will have access to instructional materials. (verified by SARC)  1C - 100% of facilities will be maintained in good repair. (verified by SARC)	State Priority 1- Basic Services  1A - Increase the number of fully credentialed teachers. (verified by SARC)  1B 100% of students will have access to instructional materials. (verified by SARC)  1C - 100% of facilities will be maintained in good repair. (verified by SARC)

<p>State Priority 2- Implementation of SBE adopted standards</p> <p>2A. Implementation of SBE-adopted standards</p> <p>2B. How programs/services enable English Learners to access the CA Standards and ELD standards</p>	<p>State Priority 2- Implementation of SBE adopted standards</p> <p>2A - 100% of teachers are trained in CA standards aligned curriculum (verified by professional development schedule/plan)</p> <p>2B - All English learners are offered designated ELD instruction, 30 minutes daily. (verified by site schedules)</p>	<p>State Priority 2- Implementation of SBE adopted standards</p> <p>2A - Maintain 100% of teachers trained in CA standards aligned curriculum (verified by professional development schedule/plan)</p> <p>2B - All English learners will be provided designated ELD instruction, 30 minutes daily. (verified by site schedules)</p>	<p>State Priority 2- Implementation of SBE adopted standards</p> <p>2A - Maintain 100% of teachers trained in CA standards aligned curriculum (verified by professional development schedule/plan)</p> <p>2B - All English learners will be provided designated ELD instruction, 30 minutes daily. (verified by site schedules)</p>	<p>State Priority 2- Implementation of SBE adopted standards</p> <p>2A - Maintain 100% of teachers trained in CA standards aligned curriculum (verified by professional development schedule/plan)</p> <p>2B - All English learners will be provided designated ELD instruction, 30 minutes daily. (verified by site schedules)</p>
<p>State Priority 4- Pupil Achievement</p> <p>4A. State assessment</p> <p>4B. API</p> <p>4D. EL progress (CELDT)</p> <p>4E. EL reclassification rate</p>	<p>State Priority 4- Pupil Achievement</p> <p>4A. 2015/16 CAASPP data: ELA: 7th Grade: Fewer than ten students tested therefore, data is not available. 11th Grade: 13% of students met or nearly met standards.</p> <p>Math: 7th Grade: Fewer than ten students tested, therefore, data is not available. 11th Grade: 0% of students scored at or near standard.</p> <p>Science: 5th Grade: Fewer than ten students tested, therefore, data is not available. 8th Grade: Fewer than ten students tested, therefore, data is not available. 10th Grade: Basic- 25%; Proficient- 13%; Advanced- 13%</p> <p>4B - API was suspended</p> <p>4D - 2015/16 EL Progress</p>	<p>State Priority 4- Pupil Achievement</p> <p>4A. CAASPP data: ELA: 7th Grade: Increase the number of students tested to establish baseline date 11th Grade: Increase the percentage students who achieve met or nearly met status.</p> <p>Math: 7th Grade: Increase the number of students tested to establish baseline date 11th Grade: Increase the percentage students who achieve met or nearly met status.</p> <p>Science: 5th Grade: Increase the number of students tested to establish baseline date 8th Grade: Increase the number of students tested to establish baseline date 10th Grade: Increase the percentage students who achieve Basic, Proficient and</p>	<p>State Priority 4- Pupil Achievement</p> <p>4A. CAASPP data: ELA: 7th Grade: Increase the percentage students who achieve met or nearly met status 11th Grade: Increase the percentage students who achieve met or nearly met status</p> <p>Math: 7th Grade: Increase the percentage students who achieve met or nearly met status 11th Grade: Increase the percentage students who achieve met or nearly met status</p> <p>Science: 5th Grade: Increase the percentage students who achieve Basic, Proficient and Advanced status 8th Grade: Increase the percentage students who achieve Basic, Proficient and Advanced status 10th Grade: Increase the percentage students who achieve Basic, Proficient and</p>	<p>State Priority 4- Pupil Achievement</p> <p>4A. CAASPP data: ELA: 7th Grade: Increase the percentage students who achieve met or nearly met status 11th Grade: Increase the percentage students who achieve met or nearly met status</p> <p>Math: 7th Grade: Increase the percentage students who achieve met or nearly met status 11th Grade: Increase the percentage students who achieve met or nearly met status</p> <p>Science: 5th Grade: Increase the percentage students who achieve Basic, Proficient and Advanced status 8th Grade: Increase the percentage students who achieve Basic, Proficient and Advanced status 10th Grade: Increase the percentage students who achieve Basic, Proficient and</p>



	<p>verified by DataQuest 11 students were CELDT tested; Advanced- 27% (3 students) Early Advanced- 9% (1 student)</p> <p>4E - No students were reclassified fluent English proficient verified by 15/16 CELDT data.</p>	<p>Advanced status.</p> <p>4B - n/a</p> <p>4D - Increase the percentage of students scoring Advanced or Early Advanced on the CELDT/ELPAC</p> <p>4E - Reclassify students as Fluent English Proficient who meet the minimum standards</p>	<p>Advanced status</p> <p>4B - n/a</p> <p>4D - Increase the percentage of students scoring Advanced or Early Advanced on the CELDT/ELPAC</p> <p>4E - Reclassify students as Fluent English Proficient who meet the minimum standards</p>	<p>Advanced status</p> <p>4B - n/a</p> <p>4D - Increase the percentage of students scoring Advanced or Early Advanced on the CELDT/ELPAC</p> <p>4E - Reclassify students as Fluent English Proficient who meet the minimum standards</p>
<p>State Priority 7- Course access</p> <p>7A. A broad course of study</p> <p>7B. Programs/Services developed and provided to unduplicated pupils</p> <p>7C. Programs/Services developed and provided to individuals with exceptional needs</p>	<p>State Priority 7- Course access</p> <p>7A - All students had access to a broad course of study, including all subject areas, described in Section 51210 and Section 51220, (verified by class schedule)</p> <p>7B - All Unduplicated pupils had access to broad course of study, including access to ELD instruction and Academic Lab (verified by class schedule)</p> <p>7C - Students with exceptional needs were offered a broad course of study while meeting the specific academic objectives and goals identified in their Individual Educational Program or 504 Plan. Push-in and Pull-out services were provided by the Resource Specialist, (verified through SEIS)</p>	<p>State Priority 7- Course access</p> <p>7A - All students will have access to a broad course of study, including all subject areas, described in Section 51210 and Section 51220, (verified by class schedule)</p> <p>7B - All Unduplicated pupils will have access to broad course of study, including access to ELD instruction and Academic Lab (verified by class schedule)</p> <p>7C - Students with exceptional needs will be offered a broad course of study while meeting the specific academic objectives and goals identified in their Individual Educational Program or 504 Plan. Push-in and Pull-out services will be provided by the Resource Specialist, (verified through SEIS)</p>	<p>State Priority 7- Course access</p> <p>7A - All students will have access to a broad course of study, including all subject areas, described in Section 51210 and Section 51220, (verified by class schedule)</p> <p>7B - All Unduplicated pupils will have access to broad course of study, including access to ELD instruction and Academic Lab (verified by class schedule)</p> <p>7C - Students with exceptional needs will be offered a broad course of study while meeting the specific academic objectives and goals identified in their Individual Educational Program or 504 Plan. Push-in and Pull-out services will be provided by the Resource Specialist, (verified through SEIS)</p>	<p>State Priority 7- Course access</p> <p>7A - All students will have access to a broad course of study, including all subject areas, described in Section 51210 and Section 51220, (verified by class schedule)</p> <p>7B - All Unduplicated pupils will have access to broad course of study, including access to ELD instruction and Academic Lab (verified by class schedule)</p> <p>7C - Students with exceptional needs will be offered a broad course of study while meeting the specific academic objectives and goals identified in their Individual Educational Program or 504 Plan. Push-in and Pull-out services will be provided by the Resource Specialist, (verified through SEIS)</p>
<p>State Priority 8- Other Pupil Outcome</p> <p>8A. PWA writing assessments</p> <p>8B. VAPA and Quest participation</p>	<p>State Priority 8- Other Pupil Outcome</p> <p>8A - All 7-12th grade students participated in a program-wide Writing Assessment. PWA scores fell below 2.0 average score. Baseline data: 1.92 score based on PWA 15/16 data.</p>	<p>State Priority 8- Other Pupil Outcome</p> <p>8A - Increase the performance of all students grades 7-12th on the program-wide Writing Assessment (verified by Program PWA data )</p>	<p>State Priority 8- Other Pupil Outcome</p> <p>8A - Increase the performance of all students grades 7-12th on the program-wide Writing Assessment (verified by Program PWA data )</p>	<p>State Priority 8- Other Pupil Outcome</p> <p>8A - Increase the performance of all students grades 7-12th on the program-wide Writing Assessment (verified by Program PWA data )</p>

8A - 186 students participated in Visual and Performing Arts activities in 2015/16, verified by teacher records and one. Program quest data.

8B - Increase the number of students who participate in Visual and Performing Arts activities and/or one. Program Quest activities (verified by teacher records, head count and Program Quest 16/17 data)

8B - Increase the number of students who participate in Visual and Performing Arts activities and/or one. Program Quest activities (verified by teacher records, head count and Program Quest 16/17 data)

8B - Increase the number of students who participate in Visual and Performing Arts activities and/or one. Program Quest activities (verified by teacher records, head count and Program Quest 16/17 data)

**PLANNED ACTIONS / SERVICES**

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

**Action 1**

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

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

OR

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

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

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

1.1 Provide Edmentum online service for remediation through A-G courses.

**2018-19**

New  Modified  Unchanged

1.1 Provide Edmentum online service for remediation through A-G courses.

**2019-20**

New  Modified  Unchanged

1.1 Provide Edmentum online service for remediation through A-G courses.

**BUDGETED EXPENDITURES**

**2017-18**

Amount	\$20,000
Source	Supp/Conc
Budget Reference	5000-5999: Services And Other Operating Expenditures

**2018-19**

Amount	\$20,000
Source	Supp/Conc
Budget Reference	5000-5999: Services And Other Operating Expenditures

**2019-20**

Amount	\$20,000
Source	Supp/Conc
Budget Reference	5000-5999: Services And Other Operating Expenditures

Action **2**

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

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

OR

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

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

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

1.2  
Technology Support Staff

**2018-19**

New  Modified  Unchanged

1.2  
Technology Support Staff

**2019-20**

New  Modified  Unchanged

1.2  
Technology Support Staff

**BUDGETED EXPENDITURES**

**2017-18**

Amount	36,596
Source	Supp/Conc
Budget Reference	2000-2999: Classified Personnel Salaries Salaries for Tech staff
Amount	15,861
Source	Supp/Conc
Budget Reference	3000-3999: Employee Benefits Benefits for Tech staff

**2018-19**

Amount	36,596
Source	Supp/Conc
Budget Reference	2000-2999: Classified Personnel Salaries Salaries for Tech staff
Amount	15,861
Source	Supp/Conc
Budget Reference	3000-3999: Employee Benefits Benefits for Tech staff

**2019-20**

Amount	36,596
Source	Supp/Conc
Budget Reference	2000-2999: Classified Personnel Salaries Salaries for Tech staff
Amount	15,861
Source	Supp/Conc
Budget Reference	3000-3999: Employee Benefits Benefits for Tech staff

Action **3**

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

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

OR

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input checked="" type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input checked="" type="checkbox"/> Specific Schools: <u>one.Charter Academy of Visual and Performing Arts, Bianchi and Main and one.Charter Elementary</u>	<input checked="" type="checkbox"/> Specific Grade spans: <u>k-12</u>

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

1.3  
 A. Enrichment Artist will provide classroom instruction for students in Visual and Performing Arts.  
 B. Artist in Schools will provide visual art lessons

1.3  
 A. Enrichment Artist will provide classroom instruction for students in Visual and Performing Arts.  
 B. Artist in Schools will provide visual art lessons

1.3  
 A. Enrichment Artist will provide classroom instruction for students in Visual and Performing Arts.  
 B. Artist in Schools will provide visual art lessons

**BUDGETED EXPENDITURES**

**2017-18**

Amount	\$37,000
Source	Supp/Conc
Budget Reference	2000-2999: Classified Personnel Salaries A. Enrichment Artists salaries
Amount	\$2,832.50
Source	Supp/Conc
Budget Reference	3000-3999: Employee Benefits A. Enrichment Artist Benefits
Amount	\$12,000
Source	Supp/Conc
Budget Reference	4000-4999: Books And Supplies A. Enrichment Artist
Amount	\$15,908
Source	Supp/Conc
Budget Reference	5000-5999: Services And Other Operating Expenditures B. Artist in Schools

**2018-19**

Amount	\$37,000
Source	Supp/Conc
Budget Reference	2000-2999: Classified Personnel Salaries A. Enrichment Artists salaries
Amount	\$2,832.50
Source	Supp/Conc
Budget Reference	3000-3999: Employee Benefits A. Enrichment Artist Benefits
Amount	\$12,000
Source	Supp/Conc
Budget Reference	4000-4999: Books And Supplies A. Enrichment Artist
Amount	\$15,908
Source	Supp/Conc
Budget Reference	5000-5999: Services And Other Operating Expenditures B. Artist in Schools

**2019-20**

Amount	\$37,000
Source	Supp/Conc
Budget Reference	2000-3000: Salaries & Benefits A. Enrichment Artists salaries
Amount	\$2,832.50
Source	Supp/Conc
Budget Reference	3000-3999: Employee Benefits A. Enrichment Artist Benefits
Amount	\$12,000
Source	Supp/Conc
Budget Reference	4000-4999: Books And Supplies A. Enrichment Artist
Amount	\$15,908
Source	Supp/Conc
Budget Reference	5000-5999: Services And Other Operating Expenditures B. Artist in Schools

Action **4**

OR

**ACTIONS/SERVICES**

**BUDGETED EXPENDITURES**

Budget Reference	Budget Reference	Budget Reference
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**Action 5**

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

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

OR

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

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

**ACTIONS/SERVICES**

**2017-18**

New     Modified     Unchanged

1.5  
Research and purchase reading and math remediation programs

**2018-19**

New     Modified     Unchanged

1.5  
Implement reading and math remediation programs

**2019-20**

New     Modified     Unchanged

1.5  
Implement reading and math remediation programs

**BUDGETED EXPENDITURES**

**2017-18**

Amount    \$10,000

**2018-19**

Amount    \$10,000

**2019-20**

Amount    \$10,000

Source	Supp/Conc
Budget Reference	5000-5999: Services And Other Operating Expenditures

Source	Supp/Conc
Budget Reference	5000-5999: Services And Other Operating Expenditures

Source	Supp/Conc
Budget Reference	5000-5999: Services And Other Operating Expenditures

**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

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: one.Charter AVAP Bianchi  Specific Grade spans:

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

1.6 Provide Protocols Hard Drive software

**2018-19**

New  Modified  Unchanged

1.6 Upgrade Protocols

**2019-20**

New  Modified  Unchanged

1.6 Upgrade Protocols

BUDGETED EXPENDITURES

**2017-18**

Amount	\$5,000
Source	Supp/Conc
Budget	5000-5999: Services And Other

**2018-19**

Amount	\$5,000
Source	Supp/Conc
Budget	5000-5999: Services And Other Operating

**2019-20**

Amount	\$5,000
Source	Supp/Conc
Budget	5000-5999: Services And Other

Reference Operating Expenditures  
Update Protocols

Reference Expenditures  
Update Protocols

Reference Operating Expenditures  
Update Protocols

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

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: 4-Comeback Kids /1-Charter Elem.  Specific Grade spans:

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

1.7 Five Chromebook carts/ 1 for Bianchi and 4 for Comeback Kids

**2018-19**

New  Modified  Unchanged

1.7 Five Chromebook carts needed for Comeback Kids Academy

**2019-20**

New  Modified  Unchanged

1.7 Five Chromebook carts for Comeback Kids Academy

BUDGETED EXPENDITURES

**2017-18**

Amount 55,000

Source Supp/Conc

Budget Reference 4000-4999: Books And Supplies  
5 Chromebook carts

**2018-19**

Amount 55,000

Source Supp/Conc

Budget Reference 4000-4999: Books And Supplies  
5 Chromebook carts

**2019-20**

Amount 55,000

Source Supp/Conc

Budget Reference 4000-4999: Books And Supplies  
5 Chromebook carts



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

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

OR

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

Students to be Served  English Learners  Foster Youth  Low Income

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

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

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

1.8 Continue to seek out a highly qualified teaching staff. Add 1 teacher at one.Charter Elementary. Add 4 teachers to open the one.Comeback Kids Charter

**2018-19**

New  Modified  Unchanged

1.8 Continue to seek out a highly qualified teaching staff.

**2019-20**

New  Modified  Unchanged

1.8 Continue to seek out a highly qualified teaching staff.

BUDGETED EXPENDITURES

**2017-18**

Amount	\$864,205.86
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries all Charter teachers salaries
Amount	\$337,513.55

**2018-19**

Amount	\$864,205.86
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries all Charter teachers salaries
Amount	\$337,513.55

**2019-20**

Amount	\$864,205.86
Source	Base
Budget Reference	0001-0999: Unrestricted: Locally Defined all Charter teachers salaries
Amount	\$337,513.55

Source	Base	Source	Base	Source	Base
Budget Reference	3000-3999: Employee Benefits all Charter teachers benefits	Budget Reference	3000-3999: Employee Benefits all Charter teachers benefits	Budget Reference	3000-3999: Employee Benefits all Charter teachers benefits

**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

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

OR

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

Students to be Served  English Learners  Foster Youth  Low Income

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

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

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

1.9 Pilot and Purchase standards aligned English Language Arts Instructional Materials (gr. k-6)

**2018-19**

New  Modified  Unchanged

1.9 Pilot and Purchase standards aligned History Instructional Materials (gr. 7-12)

**2019-20**

New  Modified  Unchanged

1.9 Pilot and Purchase standards aligned History Instructional Materials (gr. k-6)

**BUDGETED EXPENDITURES**

**2017-18**

Amount 35,000

Source Base

Budget Reference 4000-4999: Books And Supplies

**2018-19**

Amount 35,000

Source Base

Budget Reference 4000-4999: Books And Supplies

**2019-20**

Amount 35,000

Source Base

Budget Reference 4000-4999: Books And Supplies

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

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

OR

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

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

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

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

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

1.10 Timesheet pay for 9 teachers and 1 counselor for 3 days of site focus curriculum (originally Goal 1.4B)

**2018-19**

New  Modified  Unchanged

1.10 Timesheet pay for 9 teachers and 1 counselor for 3 days of site focus curriculum

**2019-20**

New  Modified  Unchanged

1.10 Timesheet pay for 9 teachers and 1 counselor for 3 days of site focus curriculum

BUDGETED EXPENDITURES

**2017-18**

Amount	1,255.23
Source	Supp/Conc
Budget Reference	1000-1999: Certificated Personnel Salaries hourly pay for 9 teachers/ 1 counselor/ 3 days

**2018-19**

Amount	1,255.23
Source	Supp/Conc
Budget Reference	1000-1999: Certificated Personnel Salaries hourly pay for 9 teachers/ 1 counselor/ 3 days

**2019-20**

Amount	1,255.23
Source	Supp/Conc
Budget Reference	1000-1999: Certificated Personnel Salaries hourly pay for 9 teachers/ 1 counselor/ 3 days

Amount	230.50	Amount	230.50	Amount	230.50
Source	Supp/Conc	Source	Supp/Conc	Source	Supp/Conc
Budget Reference	3000-3999: Employee Benefits benefits for hourly pay	Budget Reference	3000-3999: Employee Benefits benefits for hourly pay	Budget Reference	3000-3999: Employee Benefits benefits for hourly pay

**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

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

OR

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

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

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

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

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

1.11 Staff will participate in conferences and workshops designed to support the academic and behavioral needs of students.

**2018-19**

New  Modified  Unchanged

1.11 Staff will participate in conferences and workshops designed to support the academic and behavioral needs of students.

**2019-20**

New  Modified  Unchanged

1.11 Staff will participate in conferences and workshops designed to support the academic and behavioral needs of students.

**BUDGETED EXPENDITURES**

**2017-18**

Amount \$7,500

**2018-19**

Amount \$7,500

**2019-20**

Amount \$7,500

Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures

Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures

Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures

# 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

Developing meaningful partnerships between school, family and community, where all members share a vision for a safe, supportive and productive learning environment.

State and/or Local Priorities Addressed by this goal:

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

Identified Need

Through Stakeholder discussions, and a review of student assessments, parent/teacher conference attendance, discipline records and student demographics, it was determined that, one. Charter students need:

- Parents that are actively involved in their children's education
- Safe and respectful learning environments
- Regular school attendance
- Consistent participation in school related activities

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
State Priority 3- Parental Involvement 3A- Efforts by district to seek parent input in decision making  3B- How the district will promote parental participation in programs for unduplicated pupils  3C- How the district will promote parental participation in programs for individuals with exceptional needs	State Priority 3- Parental Involvement  3A - 74% parent participation in Parent/Teacher conferences (verified by 2015/16 parent sign-in sheets)  3B - Encouraged families of unduplicated students to participate in parent conference by providing translators. No current data to support this matrix.x.	State Priority 3- Parental Involvement  A - Increase parent participation in Parent/Teacher conferences will increase (verified by parent sign-in sheets)  B - Encourage parent conference participation to families of unduplicated students by providing translators. (verified by.....)  C - Increase percentage of	State Priority 3- Parental Involvement  A - Parent participation in Parent/Teacher conferences will increase by 5% (verified by Parent/Teacher conference data)  B - Encourage parent conference participation to families of unduplicated students by providing translators. No current data to support this matrix.  C - Continue to encourage	State Priority 3- Parental Involvement  A - Parent participation in Parent/Teacher conferences will increase by 5% (verified by Parent/Teacher conference data)  B - Encourage parent conference participation to families of unduplicated students by providing translators. No current data to support this matrix.  C - Continue to encourage

	3C - All parents of exceptional needs students were encouraged to participate in the IEP and 504 process, verified by SEIS. No current data to support this matrix.	parents of exceptional needs students who participate in the IEP and 504 process, (verified by SEIS)	parents of exceptional needs students to participate in the IEP and 504 process, verified by SEIS. No current data to support this matrix.	parents of exceptional needs students to participate in the IEP and 504 process, verified by SEIS. No current data to support this matrix.
State Priority 5- Pupil Engagement	State Priority 5- Pupil Engagement	State Priority 5- Pupil Engagement	State Priority 5- Pupil Engagement	State Priority 5- Pupil Engagement
5A. School Attendance	5A - 89% attendance rate (verified by 2015/16 CALPADS)	5A. Increase Daily Attendance rates (verified by CALPADS)	5A. Increase Daily Attendance rates (verified by CALPADS)	5A. Increase Daily Attendance rates (verified by CALPADS)
5B. Chronic absenteeism	5B - 24% chronic absenteeism rate (verified by CALPADS)	5B. Decrease Chronic Absenteeism rate (verified by CALPADS)	5B. Decrease Chronic Absenteeism rate (verified by CALPADS)	5B. Decrease Chronic Absenteeism rate (verified by CALPADS)
5C. Middle school dropout rate	5C - Decrease Middle school dropout rates. Baseline data: No current data to support this matrix.	5C. Monitor/Decrease Middle school dropout rates to zero (verified by PROMIS)	5C. Monitor/Decrease Middle school dropout rates to zero (verified by PROMIS)	5C. Monitor/Decrease Middle school dropout rates to zero (verified by PROMIS)
5D. High school dropout rate	5D - Decrease high school dropout rates: 7 dropouts (verified by 2015/16 PROMIS)	5D. Decrease High school dropout rates to: zero (verified by PROMIS)	5D. Decrease High school dropout rates to: zero (verified by PROMIS)	5D. Decrease High school dropout rates to: zero (verified by PROMIS)
5E. High school graduation rate.	5E - Increase high school graduation rate: 41 graduates (verified by 2015/16 PROMIS)	5E - Increase High School Graduation Rates (verified by PROMIS)	5E - Increase High School Graduation Rates (verified by PROMIS)	5E - Increase High School Graduation Rates (verified by PROMIS)
State Priority 6- School Climate	State Priority 6- School Climate	State Priority 6- School Climate	State Priority 6- School Climate	State Priority 6- School Climate
6A. Pupil suspension rate	6A. Student suspensions rates decreased to 36 students offenses, (verified by 2015/16 PROMIS)	6A. Decrease suspension rates (verified by CALPADS)	6A. Decrease suspension rates (verified by CALPADS)	6A. Decrease suspension rates (verified by CALPADS)
6B. Pupil expulsion rate	6B. Maintain student expulsion rates at 0, (verified by 2015/16 PROMIS)	6B. Maintain expulsion rate at zero (verified by CALPADS)	6B. Maintain expulsion rate at zero (verified by CALPADS)	6B. Maintain expulsion rate at zero (verified by CALPADS)
6C. Other local measures, incl surveys of pupils, parents, and teachers on safety and school connectedness.	6C. Other local measures: School Climate survey stated that both parents and students overwhelming feel safe	6C. Continue to administer school climate survey to students, parents and staff and maintain positive results.	6C. Continue to administer school climate survey to students, parents and staff and maintain positive results.	6C. Continue to administer school climate survey to students, parents and staff and maintain positive results.

**PLANNED ACTIONS / SERVICES**

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

Action **1**

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

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

OR

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

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

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
2.1 Provide materials and refreshments for all one.Charter events	2.1 Provide materials and refreshments for all one.Charter events	2.1 Provide materials and refreshments for all one.Charter events

**BUDGETED EXPENDITURES**

2017-18	2018-19	2019-20
Amount: 5,000	Amount: 5,000	Amount: 5,000
Source: Supp/Conc	Source: Supp/Conc	Source: Supp/Conc
Budget Reference: 4000-4999: Books And Supplies	Budget Reference: 4000-4999: Books And Supplies	Budget Reference: 4000-4999: Books And Supplies



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

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

OR

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

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

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

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

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

2.2  
School Nurse will provide mental and physical health outreach for students.

**2018-19**

New  Modified  Unchanged

2.2  
School Nurse will provide mental and physical health outreach for students.

**2019-20**

New  Modified  Unchanged

2.2  
School Nurse will provide mental and physical health outreach for students.

BUDGETED EXPENDITURES

**2017-18**

Amount	\$22,573.23
Source	Supp/Conc
Budget Reference	1000-1999: Certificated Personnel Salaries

**2018-19**

Amount	\$22,573.23
Source	Supp/Conc
Budget Reference	1000-1999: Certificated Personnel Salaries

**2019-20**

Amount	\$22,573.23
Source	Supp/Conc
Budget Reference	1000-1999: Certificated Personnel Salaries

	Nurse Corie Estes Salary		Nurse Corie Estes Salary		Nurse Corie Estes Salary
Amount	\$11,615.21	Amount	\$11,615.21	Amount	\$11,615.21
Source	Supp/Conc	Source	Supp/Conc	Source	Supp/Conc
Budget Reference	3000-3999: Employee Benefits Staff Benefits	Budget Reference	3000-3999: Employee Benefits Staff Benefits	Budget Reference	3000-3999: Employee Benefits Staff Benefits
Amount	\$8,947	Amount	\$8,947	Amount	\$8,947
Source	Supp/Conc	Source	Supp/Conc	Source	Supp/Conc
Budget Reference	2000-2999: Classified Personnel Salaries R. Hernandez	Budget Reference	2000-2999: Classified Personnel Salaries R. Hernandez	Budget Reference	2000-2999: Classified Personnel Salaries R. Hernandez

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

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

OR

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

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

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

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

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

2.3  
Provide counseling services to support students

2.3  
Provide counseling services to support students

2.3  
Provide counseling services to support students

**BUDGETED EXPENDITURES**

**2017-18**

Amount	\$47,887.09
Source	Supp/Conc
Budget Reference	1000-1999: Certificated Personnel Salaries Salaries for Counselors (DeAlba/Morga)
Amount	\$19,076.37
Source	Supp/Conc
Budget Reference	3000-3999: Employee Benefits Benefit for Counselor (DeAlba/Morga)

**2018-19**

Amount	\$47,887.09
Source	Supp/Conc
Budget Reference	1000-1999: Certificated Personnel Salaries Salaries for Counselor (DeAlba/Morga)
Amount	\$19,076.37
Source	Supp/Conc
Budget Reference	3000-3999: Employee Benefits Benefit for Counselor (DeAlba/Morga)

**2019-20**

Amount	\$47,887.09
Source	Supp/Conc
Budget Reference	1000-1999: Certificated Personnel Salaries Salaries for Counselor (DeAlba/Morga)
Amount	\$19,076.37
Source	Supp/Conc
Budget Reference	3000-3999: Employee Benefits Benefit for Counselor (DeAlba/Morga)

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

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

OR

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

Students to be Served  English Learners  Foster Youth  Low Income

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

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

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

2.4  
Provide transportation for students to attend Charter events

**2018-19**

New  Modified  Unchanged

2.4  
Provide transportation for students to attend Charter events

**2019-20**

New  Modified  Unchanged

2.4  
Provide transportation for students to attend Charter events

**BUDGETED EXPENDITURES**

**2017-18**

Amount \$6000  
Source Supp/Conc  
Budget Reference 5000-5999: Services And Other Operating Expenditures Van/bus rental

**2018-19**

Amount \$6000  
Source Supp/Conc  
Budget Reference 5000-5999: Services And Other Operating Expenditures Van/bus rental

**2019-20**

Amount \$6000  
Source Supp/Conc  
Budget Reference 5000-5999: Services And Other Operating Expenditures van/bus rental

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

Location(s)

All Schools  Specific Schools:  Specific Grade spans:

OR

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

Students to be Served

English Learners  Foster Youth  Low Income

Scope of Services

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

Location(s)

All Schools  Specific Schools:  Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

2.5  
Provide bus passes for Low Income students

**2018-19**

New  Modified  Unchanged

2.5  
Provide bus passes for Low Income students

**2019-20**

New  Modified  Unchanged

2.5  
Provide bus passes for Low Income students

**BUDGETED EXPENDITURES**

**2017-18**

Amount \$4,200  
Source Supp/Conc  
Budget Reference 5000-5999: Services And Other Operating Expenditures

**2018-19**

Amount \$4,200  
Source Supp/Conc  
Budget Reference 5000-5999: Services And Other Operating Expenditures

**2019-20**

Amount \$4,200  
Source Supp/Conc  
Budget Reference 5000-5999: Services And Other Operating Expenditures

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

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

[BUDGETED EXPENDITURES](#)

2017-18

2018-19

2019-20

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

[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: one.Charter AVAP Bianchi, one.Charter Elementary, one.Charter Main  Specific Grade spans:

[ACTIONS/SERVICES](#)

2017-18

2018-19

2019-20

New  Modified  Unchanged

New  Modified  Unchanged

New  Modified  Unchanged

2.7  
Increase Campus Security Technician by .2 FTE

2.7  
Provide Campus Security Technician services at 2017-18 level.

2.7  
Provide Campus Security Technician services at 2017-18 level.

[BUDGETED EXPENDITURES](#)

2017-18

2018-19

2019-20

Amount	\$29,612.14	Amount	\$29,612.14	Amount	\$29,612.14
Source	Supp/Conc	Source	Supp/Conc	Source	Supp/Conc
Budget Reference	2000-2999: Classified Personnel Salaries (Luis DeAlba plus =.20 FTE of another CST)	Budget Reference	2000-2999: Classified Personnel Salaries (Luis DeAlba plus =.20 FTE of another CST)	Budget Reference	2000-2999: Classified Personnel Salaries (Luis DeAlba plus =.20 FTE of another CST)
Amount	\$10,604.27	Amount	\$10,604.27	Amount	\$10,604.27
Source	Supp/Conc	Source	Supp/Conc	Source	Supp/Conc
Budget Reference	3000-3999: Employee Benefits (Luis DeAlba plus =.20 FTE of another CST)	Budget Reference	3000-3999: Employee Benefits (Luis DeAlba plus =.20 FTE of another CST)	Budget Reference	3000-3999: Employee Benefits (Luis DeAlba plus =.20 FTE of another CST)

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

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: one.Charter Career Readiness Academy  Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

2.8 Career Readiness Technician      2.8 Career Readiness Technician      2.8 Career Readiness Technician

**BUDGETED EXPENDITURES**

**2017-18**

Amount: 0

Source:

Budget Reference: 2000-2999: Classified Personnel Salaries

Amount: 0

Source:

Budget Reference: 3000-3999: Employee Benefits

**2018-19**

Amount: 18,000

Source: Supp/Conc

Budget Reference: 2000-2999: Classified Personnel Salaries Don Nickerson

Amount: \$711.97

Source: Supp/Conc

Budget Reference: 3000-3999: Employee Benefits Don Nickerson

**2019-20**

Amount: 18,000

Source: Supp/Conc

Budget Reference: 2000-2999: Classified Personnel Salaries Don Nickerson

Amount: \$711.97

Source: Supp/Conc

Budget Reference: 3000-3999: Employee Benefits Don Nickerson

**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

Location(s)     All Schools     Specific Schools: one.Charter Comeback Kids     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

2.9  
Advertising opening and enrollment for one.Comeback Kids Charter

New
  Modified
  Unchanged

2.9  
Advertising opening and enrollment for one.Comeback Kids Charter

New
  Modified
  Unchanged

2.9  
Advertising opening and enrollment for one.Comeback Kids Charter

**BUDGETED EXPENDITURES**

**2017-18**

Amount	5,000
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Advertising for one.Charter

**2018-19**

Amount	5,000
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Advertising for one.Charter

**2019-20**

Amount	5,000
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Advertising for one.Charter

## Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year  2017–18  2018–19  2019–20

Estimated Supplemental and Concentration Grant Funds: \$921,414

Percentage to Increase or Improve Services: 35.34%

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

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

The Unduplicated Pupil Percentage is 82.51%. The following programs and services are provided to students in a Charterwide/Schoolwide manner using Supplemental/Concentration funds:

### GOAL 1 – Student Achievement

Action/Service 1.1 - Provide Edmentum online service for remediation through A-G courses.

Action/Service 1.2 - Technology Support Staff

Action/Service 1.3 - A. Enrichment Artist will provide classroom instruction for students in Visual and Performing Arts. B. Artist in Schools will provide visual art lessons

Action/Service 1.5 - Research and purchase reading and math remediation programs.

Action/Service 1.6 - Provide Protocol Hard Drive software

Action/Service 1.7- Five Chromebook carts/ 1 for Bianchi and 4 for Comeback Kids

Action/Service 1.10- Timesheet pay for 9 teachers and 1 counselor for 3 days of site focus curriculum (originally Goal 1.4B)

### GOAL 2 – School Climate/Parent Partnerships

Action/Service 2.1 - Provide materials and refreshments for all one.Charter events

Action/Service 2.2 - School Nurse will provide mental and physical health outreach for students.

Action/Service 2.3 - Provide counseling services to support students

Action/Service 2.4 -Provide transportation for students to attend Charter events

Action/Service 2.7 - Increase Campus Security Technician by 0.2 FTE

Action/Service 2.8 - Career Readiness Technician

The following action/service is specific to Low Income students only:

Action/Service 2.5 - Provide bus passes for Low Income students.

Justification: These programs and services are principally directed towards and effective in meeting the Charter goals in the state priority areas for our unduplicated students, who are our most at-risk population and who might not otherwise have opportunities to participate in extracurricular activities outside the school setting.

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

## Addendum

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

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

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

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

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

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

## Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

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

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

## Plan Summary

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

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

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

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

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

## Budget Summary

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

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

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

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

### Annual Update

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

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

### Annual Measurable Outcomes

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

### Actions/Services

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

### Analysis

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

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

### Stakeholder Engagement

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

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

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

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

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

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

## Goals, Actions, and Services

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

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

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

### **New, Modified, Unchanged**

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

### Goal

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

### Related State and/or Local Priorities

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

### Identified Need

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

### **Expected Annual Measurable Outcomes**

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

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

### **Planned Actions/Services**

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

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

##### **Students to be Served**

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

##### **Location(s)**

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

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

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

##### **Students to be Served**

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

##### **Scope of Service**



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

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

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

### Location(s)

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

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

### Actions/Services

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

#### **New/Modified/Unchanged:**

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

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

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

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

### Budgeted Expenditures

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

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

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

### Demonstration of Increased or Improved Services for Unduplicated Students

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

#### Estimated Supplemental and Concentration Grant Funds

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

#### Percentage to Increase or Improve Services

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

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

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

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

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

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

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

## State Priorities

**Priority 1: Basic Services** addresses the degree to which:

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

**Priority 2: Implementation of State Standards** addresses:

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

**Priority 3: Parental Involvement** addresses:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Local Priorities** address:

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

## APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

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

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

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

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

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

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

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

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

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

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

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

## **APPENDIX B: GUIDING QUESTIONS**

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

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

### **Guiding Questions: Stakeholder Engagement**

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

## Guiding Questions: Goals, Actions, and Services

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