

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](#) [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: 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	Charter Community School Home Study Academy		
Contact Name and Title	David Publicover Executive Director	Email and Phone	dpublicover@edcoe.org 530-622-7130

2017-20 Plan Summary

THE STORY

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

Charter Alternative Programs provides diverse and high quality alternative educational programs for students with a variety of needs. We are committed to providing outstanding educational programs that reflect our commitment to provide a stable, supportive environment for students to achieve academic and personal success. Communication and partnership with clients and staff are central tenets of our mission. The El Dorado County Office of Education's Community School opened its doors in 1983 with a mission of serving students who were not being served within the traditional school system. Two distinct populations emerged with immediate needs: The first was the growing number of families choosing to home school their children. The second was a growing population of middle and high school students who were truant, suspended, expelled, and/or who were behaviorally and academically unsuccessful. No appropriate alternative program was available for either of these populations. As vastly different as these populations were, they had a common element: the students and families were not a part of the traditional school system. Our programs serve students in grades K-12, as well as adults through our Adult Education programs.

Keeping to the pioneering spirit of our county, Charter Alternative Programs, Home Study Academy, and Extended Day were chartered in 1993 by the El Dorado County Office of Education (EDCOE). Charter Alternative Programs was a pioneer in establishing the first County Office of Education charter school in the state of California. Since 2000, two more populations have emerged: homeschooling families wanting additional college preparatory courses and families of at-risk youth seeking an programs that would ensure students were both college and career ready.

The Global Mission Statement for all of our Charter schools reflects the diverse nature of the students we serve: Charter Alternative Programs provide a variety of high quality, innovative, 21st Century programs. We prepare students to be college and career ready through engaging, rigorous curriculum. Our programs develop critical thinkers who are problem solvers and effective communicators. We emphasize the development of the whole individual in safe, supportive learning environments, and we value communication and partnerships with families and community members.

The Alternative Charter Programs covered in this LCAP include:

- Charter College and Career Prep 7-12 (CCP)
- Charter Connections Academy 9-12 (CCA)
- Charter University Prep 9-12 (CU Prep)

Students and parents or guardians entering our Charter attend an informational conference with a school representative to initiate a partnership among parents, staff, and students to support positive behavior, academic standards, and achievement as well as communication protocols resulting in student growth.

The Mission Statements for our diverse programs reflect each program's vision:

Charter College and Career Prep (7-12):

The mission of Charter Community and Charter Career Prep is centered on Student College and Career success. We provide an engaging, rigorous, hands-on learning culture that develops innovative 21st Century citizens to compete in an ever changing world.

Charter Connections Academy (9-12):

Charter Connections Academy provides the highest quality instruction and curriculum for students to seamlessly transition into college, vocational training, the military, or employment. We teach students to effectively use emerging technologies and prepare students to manage their own time and resources using a college-like educational model. We are committed to provide meaningful direction, academic support, and counseling to help ensure students successfully transition to their next phase in life.

Charter University Prep (7-12):

Charter University Prep prepares students for success in college and future careers in a rigorous, yet relaxed college-like environment. We systematically strengthen students' abilities to address complex ideas through critical thinking, while effectively using emerging technologies and learning systems. Our graduates are life-long learners who are intellectually curious, rationally-minded, and globally aware.

LCAP HIGHLIGHTS

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

Our 2017-20 LCAP for Charter Community School and Home Study Academy documents the structure of efforts to support the unique needs of our home school population, including students who have transitioned to our program after not being successful in a traditional school setting for a variety of reasons. Our LCAP goal areas fall into four main areas:

Goal 1: All students will be provided a quality education that ensures college and career readiness in the 21st Century:

Goal 1.1

Maintain a quality educational program - all students will be provided with the basic educational services that comprise a quality educational program. All teachers will be credentialed and properly assigned in the subject areas and for the grade-levels they are teaching; programs will implement new State Standards; students will be provided standards-aligned instructional materials; facilities will be maintained in good repair.

Goal 1.2

Provide professional development opportunities for teachers, administrators, & support staff on the new State Standards and associated instructional changes.

Goal 1.3

Provide all students with the digital tools necessary to access the new State Standards, to develop 21st Century learning skills, and to be prepared to participate in state assessments.

Goal 1.4

Identify and implement an enhanced, research-based ELD Program that includes pre and post assessments to determine progress in learning English.

Goal 2: Provide an innovative & engaging Education that meets the diverse learning needs of all students.

Goal 3: Provide a clean and safe learning environment that is culturally responsive to all students.

Goal 4: Involve parents, family, staff, & community members as partners in the education of all students.

Key features in this year's LCAP include an emphasis on the following:

- An emphasis on improving outcomes in ELA and math.
- Implementing an improved assessment tool that is aligned to state standards for assessing, monitoring, and reporting on students in math and ELA (NWEA).

- Expanding outreach to and participation of stakeholders - e.g., Parent Square or similar, further implementation of AERIES Air, etc.
- Providing an Advanced Education program in partnership with our local community college.
- Providing targeted professional development to improve outcomes in all LCAP goal areas.

Although we have adopted new, state approved curriculum materials in ELA and math, performance measures in ELA and math still need to improve. Success in meeting LCAP Goals 1, 1.2 - 1.4, 2, & 3 are critical if we are to achieve our goals. First, we will continue to provide professional development opportunities for teachers, administrators, & support staff on the new State Standards and associated instructional changes. Second, we will implement upgraded instructional technology to ensure that students develop 21st Century learning skills and are prepared to succeed on state assessments. Third, we will continue implementing a quality ELD program, with additional options for learning support. Finally, we will provide professional development and a professional learning cohort devoted to providing an a) innovative and engaging curriculum and b) a clean, safe, and welcoming school culture that is responsive to the needs of all students. We will continue double blocked periods during 2017-18 for Math and English at our Charter Community School, where the highest concentration of low-income students, English learners, and foster youth attend school.

In an effort to engage students in real and relevant learning, we will be expanding the Advanced Education Program that was piloted this year. The program provides the opportunity for Charter students to enroll in college courses while still completing their high school diploma. The program, which is offered in partnership with the Folsom Lake College El Dorado Center, allows our students to take community college courses concurrently during high school while earning both college and high school credits. Currently 30 students are registered in the Advanced Education program, and we anticipate increased participation next year.

Our LCAP plans address the need to replace our existing assessment tools (Renaissance and Illuminate) with NWEA, an assessment tool that we feel will be more effective in helping staff and stakeholders realize this goal. NWEA assessment tools are aligned to state standards, and they will be implemented across all of the programs during the 2017-18 school year. This will include professional development over the next three years, as well as an allocation of staff time through the budget to ensure its effective use, especially to help ensure that NWEA is integrated with our adopted and supplemental ELA and math materials.

Expanding outreach to and the participation of stakeholders is also addressed in our LCAP, as an effective program relies on close ties with students and families. This includes maintaining a positive school culture, helping address student mental health issues, and supporting performance improvements in ELA & math.

Professional development plans will continue to play a key role in meeting all LCAP goal areas, and we will coordinate with the El Dorado County Office of Education's Professional Education Department and align efforts across the Charter Alternative Programs to maximize the effectiveness of those efforts.

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

Because the Charter Community School and Home Study Academy programs are classified as an Alternative School, we do not currently have data using the LCFF Evaluation Rubrics. CDE is worked to develop an alternative accountability system to address the unique characteristics of alternative schools such as ours. It is important to note that the programs experience significantly higher student mobility than traditional schools, particularly in our programs for at risk students, which serve many of El Dorado County's students with the greatest challenges to success in school. For this reason, the use of yearly cohort data to guide instruction is generally less useful than it is for traditional schools. As such, there has been an ongoing emphasis on finding and implementing more effective assessment tools that can be used to support students and guide instruction. Illuminate was purchased for this purpose; however, it has met with limited success even with substantial professional development. We are, therefore, in the process of switching to NWEA as our primary assessment tool platform across all of our programs - from Kindergarten through Adult Education.

The program is very proud of its overall progress and success in meeting our overall LCAP goals through its diverse range of high quality educational programs, which are tailored to the unique needs of the students each serves.

An area of ongoing progress is the emphasis placed on professional development activities, which includes coordination with our other charter programs to maximize effectiveness, fiscal efficiency, and to build knowledge, understanding, and capacity for all staff members. The programs have 16 professional development days built into our school calendar. Staff participated in professional development opportunities, including conferences, off-site trainings, and/or EDCOE offered training. Staff have accessed and utilized EDCOE Expert Teachers, who provide direct support to instructional staff on implementing the state standards in classrooms. State approved materials have been successfully piloted and adopted over the past two years in both ELA and math; however, there is more work that needs to be done in this area to improve performance. As such, staff continue to work to find the most effective way to implement and supplement those adoptions - both in terms of effectively utilizing and covering the materials for the unique needs of our separate programs, as well as ensuring that the instruction itself is both innovative and engaging.

Finally, the program has realized success in helping ensure that all teachers are fully credentialed and properly assigned in the subject areas and for the grade-levels they are teaching.

Facilities continue to be maintained in good repair, which helps us in continuing to meet our LCAP Goal 2 - providing a clean and safe learning environment that is culturally responsive to all students.

An area of significant success during the current year falls under LCAP Goal 2, providing an innovative & engaging education that meets the diverse learning needs of all students. Several new innovative program elements have been introduced recently, including Maker Space, robotics, culinary arts, and the piloting of an Advanced Education Program in partnership with Folsom Lake College El Dorado Center, which is conveniently located next to our Charter Community School for our county's highest risk students. Significant personnel and fiscal resources were allocated to ensure that staff had what they needed to ensure the success of these new "applied learning" courses, and the involvement and feedback from students, parents, and staff has been phenomenal. So much so that we plan to add additional program components and courses for 2017-18, including piloting a drone program. We continue to find that real and relevant learning courses have a very positive impact on the engagement and success of our highest risk students, including for our low-income students, English learners, and foster youth.

Great strides have been made and are planned for 2017-18 in ensuring we provide all students with the digital tools necessary to access the new State Standards, to develop 21st Century learning skills, and to be prepared to participate in state assessments (LCAP Goal 1.3). Online curriculum programs have been added to support ELA and math success, credit recovery and credit acceleration, independent study, and stakeholder communication. During 2016-17, approximately 90 new computer systems were purchased to help meet this LCAP goal area, including adding several additional sets of Chromebooks to use in conjunction with new ELA and math curriculum as well as to provide additional support for low-income students, English learners, and foster youth.

Although English Learner (EL) counts are generally a small percentage of the total population, there has been an overall improvement in the quality of the program, which aligns to our LCAP Goal 1.4. There were 2 ELD and five Reclassified Fluent English Proficient (RFEP) students at our seat-based, high risk programs enrolled during 2016-17 (EdData); however, staff are provided with professional development, including research based strategies described through CELDT training, to meet students' needs. NWEA ELA and Math Q1-Q3 scores are currently being used to determine a student's respective ELA and MATH class placement, and CELDT assessments will continue to determine yearly growth and possible reclassification. Students can retake a content test or quiz in all subject areas (different variations same content) as many times as the student wants to take the test or quiz for the grade they want to earn. For 2017-18, students will be provided with additional online course options for credit/course recovery and credit acceleration - e.g., APEX, Compass, and Odyssey. EL students will also be able to continue checking out Chromebooks during 2017-18 for home use for the entire school year for the purpose of credit recovery, as a study aid (to include translation programs), or to do interpersonal growth research. EL students will continue to have access to a learning center for small group or individual support throughout the day.

In the area of stakeholder engagement, students are now being surveyed twice per school year regarding various elements of the instructional program and the school culture, and those results will continue to be used in developing program goals and areas of focus.

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?

As mentioned in the previous section, the Charter Community School and Home Study Academy programs qualify as an alternative school by definition and is therefore not evaluated using the LCFF Evaluation Rubrics. CDE is working on an alternative system to measure the various unique characteristics of alternative schools. We have, however, identified areas of greatest need based on a variety of data, including examination of our 2016 CAASPP results, which can be found here: <http://caaspp.cde.ca.gov/sb2016/ViewReport?ps=true&lstTestYear=2016&lstTestType=B&lstGroup=1&lstCounty=09&lstDistrict=10090-000&lstSchool=0930123&lstGrade=4&lstCntyNam=El+Dorado+County&lstDistNam=El+Dorado+County+Office+Of+Education+Sch+District>

- Need further professional development on effective use of our recently adopted ELA and math curriculum within specific program populations. This is evident since overall (all grade levels) only 48% of our students met or exceeded grade level standards in ELA. There is even greater need in math, since only 20% of students overall met or exceeded grade level standards.
- Need improved assessment tools that are aligned to state standards to assess, monitor, and report out on students in math and ELA (NWEA).

Based on CAASPP data, it is evident that one area to continue emphasizing is performance in Mathematics and Language Arts by maintaining quality practices and refining or replacing ineffective strategies and/or tools. As noted earlier, implementing more effective assessment tools is also needed, so we are in the process of switching from Illuminate to NWEA as our primary assessment tool/platform across all of our programs. For 2017-18, Charter Community School and Home Study Academy program staff will be trained to use NWEA effectively in conjunction with the effective ongoing implementation of recently adopted, state approved ELA and math materials.

Other areas of improvement including the following:

- Need improved communication tool for expanding outreach and participation of stakeholders - e.g., Parent Square.
- Need to support ongoing efforts to improve support for students who may need additional support - e.g., those with additional learning/academic needs and those who may enroll with us, in part, due to stress, anxiety, and/or other mental health related issues - e.g., Love & Logic, Professional Development, etc.

GREATEST NEEDS

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?

Because the Charter Community School and Home Study Academy programs are defined as an alternative school, it is not evaluated using the current LCFF Evaluation Rubrics. Our plans, however, address the needs for all students, including subgroups.

PERFORMANCE GAPS

CAASPP data for the Charter Community School and Home Study Academy programs can be found here:
<http://caaspp.cde.ca.gov/sb2016/ViewReport?ps=true&lstTestYear=2016&lstTestType=B&lstGroup=1&lstCounty=09&lstDistrict=10090-000&lstSchool=0930123>

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.

School-wide efforts already noted will comprise the most significant ways that the program will improve services and outcomes for low-income students, English Learners, and foster youth. All programs will emphasize performance in Mathematics and Language Arts by maintaining quality practices and refining or replacing ineffective strategies and/or tools, including as it relates to effective outcomes for at-risk subgroups. As noted earlier, implementing more effective assessment tools is also needed, so staff will be trained to use NWEA effectively in conjunction with the effective ongoing implementation of recently adopted, state approved ELA and math materials. We will continue double blocked periods during 2017-18 for Math and English at our Charter Community School, where the highest concentration of low-income students, English learners, and foster youth attend school.

The Charter Community School and Home Study Academy programs serve many of our county's most at risk youth, including those who have been expelled, are on Probation, have been referred through SARB, and/or have had significant difficulty in being successful in a traditional school model for a variety of reasons. A key to our programs' success in meeting these students' needs is by providing and maintaining a diverse range of high quality educational program options. For example, when need arose for additional independent study program options during the 2015-16 school year, staff talked extensively with parents and students and developed two new independent study program options that were successfully implemented during 2016-17. As a result, approximately 25 students have found success in these two new program offerings when they were struggling in other programs, including our own.

Another exciting program being launched for our highest risk students at our Community School is our Advanced Education Program. The program provides the opportunity for Charter students to enroll in college courses while still completing their high school diploma. The program, which is offered in partnership with the Folsom Lake College El Dorado Center, allows our students to take community college courses concurrently during high school while earning both college and high school credits. The fact that the college is right next door to our Community School makes it incredibly easy for our students to participate. The college and the Charter staffs work together to provide a built-in support system. The team - which includes an Outreach Specialist from Folsom Lake College - meets with the Charter students twice a month to ensure students are successful, including developing an individual college plan for each student. Currently 30 students from the Charter Community School and Charter Career Prep programs are registered in the Advanced Education program, which provide transfer opportunities to accredited colleges. We anticipate increased participation in the upcoming year. The program has proven very popular with the Charter students. The programs emphasize college and career readiness and success by utilizing a rich, engaging curriculum supplemented with variety of strategies to get students thinking about, and involved in, planning their futures, including providing a variety of career aptitude assessments and hosting monthly guest speakers from local businesses and organizations, who help guide students toward a successful transition into higher education and the workforce. Classroom discussions focus on the opportunities in our area for young adults -- whether through internships, job training, or academic pursuits. As a result of the program's success and its great potential to make a significant and positive change in the lives of students, the decision was made to merge the Charter Career Prep (CCP) and Charter Community School programs at the EDCOE facility location beginning with the 2017-18 school year so that CCP students would be able to participate far more easily in the Advanced Education Program, due to Folsom Lake College El Dorado Center's location adjacent to EDCOE.

Since low-income, English learners, and foster youth students arrive with greater emotional needs, we have devoted one LCAP goal area to support ongoing efforts to improve support for students who may need additional support - e.g., those with additional learning/academic needs and those who may enroll with us, in part, due to stress, anxiety, and/or other mental health related issues - e.g., Love & Logic, Professional Development, etc. Professional development will be provided to help inform staff and stakeholders about the signs of, and best practices to support, these at-risk students, including conference workshops and on site trainings.

Of note, overall Free & Reduced lunch counts are typically at 30% as of CBEDS but increase to approximately 35-40% throughout the year as students who have not been successful in traditional programs enroll. Free & Reduced lunch counts are considerably higher at our at-risk programs.

English Learner (EL) counts are generally a small percentage of the total population. There were 2 ELD and five Reclassified Fluent English Proficient (RFEP) students at our seat-based, high risk programs enrolled during 2016-17 (EdData); however, staff are provided with professional development, including research based strategies described through CELDT training, to meet students' needs. NWEA ELA and Math Q1-Q3 scores will be used to determine a student's respective ELA and MATH class placement, and CELDT assessments will continue to determine yearly growth and possible reclassification. Students can retake a content test or quiz in all subject areas (different variations same content) as many times as the student wants to take the test or quiz for the grade they want to earn. For 2017-18, students will be provided with additional online course options for credit/course recovery and credit acceleration - e.g., APEX, Compass, and Odyssey. EL students will also be able to continue checking out Chromebooks during 2017-18 for home use for the entire school year for the purpose of credit recovery, as a study aid (to include translation programs), or to do interpersonal growth research. EL students will continue to have access to a learning center for small group or individual support throughout the day.

There were 18 Foster Youth as of the 2015-16 CBEDS count.

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	\$5,417,936
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$1,537,581.00

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

A portion of LCFF revenue is expended on activities of a county office-wide nature such as professional development, curriculum/instructional support, and superintendent/board.

\$5,197,884	Total Projected LCFF Revenues for LCAP Year
-------------	---

Annual Update LCAP Year Reviewed: 2016-17

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

Goal 1

Goal 1:
All students will be provided a quality education that ensures college and career readiness in the 21st Century.

Goal 1.1
Maintain a quality educational program - all students will be provided with the basic educational services that comprise a quality educational program. All teachers will be credentialed and properly assigned in the subject areas and for the grade-levels they are teaching; programs will implement new State Standards; students will be provided standards-aligned instructional materials; facilities will be maintained in good repair.

Goal 1.2
Provide professional development opportunities for teachers, administrators, & support staff on the new State Standards and associated instructional changes.

Goal 1.3
Provide all students with the digital tools necessary to access the new State Standards, to develop 21st Century learning skills, and to be prepared to participate in state assessments.

Goal 1.4
Identify and implement an enhanced, research-based ELD Program that includes pre and post assessments to determine progress in learning English.

State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED

All students will have access to the basic educational services that comprise a quality educational program. Students enrolled in our programs benefit from a staff-to-pupil ratio of approximately 20 to 1, which is significantly lower than county or state averages.

All students will have access to state approved Instructional materials.

All teachers will be credentialed and properly assigned in the subject areas and for the grade-levels they are teaching.

ACTUAL

All students were provided with access to the basic educational services that comprise a quality educational program. Students enrolled in our programs benefited from a staff-to-pupil ratio of approximately 15 to 1 at our independent study programs and approximately 20-1 at our at-risk programs, which is significantly lower than county or state averages.

All students were provided access to state approved Instructional materials.

All teachers were credentialed and properly assigned in the subject areas and for the grade-levels they were teaching.

Staff will also access and utilize EDCOE expert staff, who provide direct support to instructional staff on implementing state standards in classrooms.

All facilities will be maintained in good repair.

Instructional strategies aligned with the CCSS that focus on improving reading and writing skills will be used in all math, science and social studies lessons.

Instructional technology will be used in all content areas to promote student learning and the development of 21st Century Learning Skills.

Student assessment results will demonstrate increased performance for writing and reading in science, math and social studies.

100% of students will have access to instructional technology - e.g. Chrome book, iPad, computer, etc. which provides access to the internet, develops 21st Century learning skills, and provides a rich platform of web-based applications.

100% of school sites will have reliable, high-speed internet connectivity as well as campus-wide Wi-Fi.

All English Learners will be assessed for placement in the ELD program upon enrollment. Pre and post assessment from the adopted ELD program will be used to monitor individual English Learner progress in learning English while students are enrolled, and the data will be used to improve the overall program as well as to respond to individual student need.

80% of teachers and administrators will have participated in professional development focused on standards-based/standards-aligned instruction and material, the implementation of the ELD Standards in tandem with the CCSS for ELA and Math as documented by locally developed tools.

RFEP students will be monitored on an ongoing basis and receive support to ensure academic progress.

20% decrease in number of days before a transferring foster youth is enrolled in the appropriate school/program components.

Continue to provide services that support academic success to Expelled Youth in El Dorado County.

Staff had access to EDCOE expert staff and/or professional development activities, with an emphasis on implementing state standards in classrooms.

All facilities were maintained in good repair.

The majority of teachers refined their use of instructional strategies aligned with the CCSS that focused on improving reading and writing skills in science, math, and social studies.

Instructional technology was used in appropriate content areas to promote student learning and the development of 21st Century Learning Skills.

Student assessment results were only partially available to demonstrate increased performance for writing and reading in science, math and social studies.

100% of students were provided with access to instructional technology - e.g. Chromebook, iPad, computer, etc. which provided access to the internet, developed 21st Century learning skills, and provided a rich platform of web-based applications.

100% of school sites were provided with reliable, high-speed internet connectivity as well as campus-wide Wi-Fi.

All English Learners were assessed for placement in the ELD program upon enrollment.

Pre and post assessment from the adopted ELD program and/or NWEA were used to monitor individual English Learner progress in learning English while students were enrolled, and the data was used to improve the overall program as well as to respond to individual student need.

80% of teachers and administrators at our at-risk programs participated in professional development focused on standards-based/standards-aligned instruction and material, the implementation of the ELD Standards in tandem with the CCSS for ELA and Math as documented by locally developed tools.

RFEP students were monitored on an ongoing basis and received support to ensure academic progress.

There was a 20% decrease in the number of days before a transferring foster youth was enrolled in the appropriate school/program components.

We continued to provide services that support academic success to Expelled Youth in El Dorado County, including supporting transition into continuing education, college/vocational training, and/or employment opportunities.

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	<p>PLANNED Employ core academic program teachers.</p> <p>BUDGETED 19 FTE Instructional Staff Base \$2,486,359</p>	<p>ACTUAL Core academic program teachers were employed.</p> <p>ESTIMATED ACTUAL 19 FTE Instructional Staff were employed. Base \$2,486,360</p>
Action 2	<p>PLANNED Students enrolled in our programs benefit from a staff-to-pupil ratio of approximately 15 to 1, which is significantly lower than county or state averages.</p> <p>BUDGETED Cost of lower 15-1 student to teacher ratio Supplemental and Concentration \$661,253</p>	<p>ACTUAL Students enrolled in our programs benefited from a staff-to-pupil ratio of approximately 15 to 1, which is significantly lower than county or state averages.</p> <p>ESTIMATED ACTUAL Anticipated cost of 15-1 student to teacher ratio realized. Supplemental and Concentration \$661,253</p>
Action 3	<p>PLANNED Identify and implement a comprehensive college and career readiness solution for middle and high schools that helps connect academic achievement to post-secondary goals.</p> <p>BUDGETED Continue implementing a comprehensive college and career readiness solution for middle and high schools that helps connect academic achievement to post-secondary goals – e.g. Naviance. Base \$1,500</p>	<p>ACTUAL A comprehensive college and career readiness solution was identified for middle and high schools that helps connect academic achievement to post-secondary goals, and is in the process of being implemented.</p> <p>ESTIMATED ACTUAL Continue implementing a comprehensive college and career readiness solution for middle and high schools that helps connect academic achievement to post-secondary goals – e.g., Advanced Education partnership with Folsom Lake College El Dorado Center. Base \$1,500</p>
Action 4		

<p>Actions/Services</p>	<p>PLANNED All teachers will be credentialed and properly assigned in the subject areas and for the grade-levels they are teaching.</p>	<p>ACTUAL All teachers were credentialed and properly assigned in the subject areas and for the grade-levels they were teaching.</p>
<p>Expenditures</p>	<p>BUDGETED Training/Preparation/Testing to support teachers to meet credentialing requirements. Title II \$3,739</p>	<p>ESTIMATED ACTUAL Training/Preparation/Testing to support teachers to meet credentialing requirements. Title II \$3,739</p>
<p>Action 5</p>		
<p>Actions/Services</p>	<p>PLANNED Students will have access to standards-aligned instructional materials.</p>	<p>ACTUAL Students were provided access to standards-aligned instructional materials.</p>
<p>Expenditures</p>	<p>BUDGETED Purchase core ELA instructional materials and/or instructional technology. Base \$120,000 Ensure that students are prepared for college and career in the 21st Century, including the ability to use technology as a tool for learning and communication. Base \$24,000 Provide two 21st century classroom demonstration grants. Base \$1,200</p>	<p>ESTIMATED ACTUAL Core ELA instructional materials and/or instructional technology were purchased. Base \$123,507 Ensure that students are prepared for college and career in the 21st Century, including the ability to use technology as a tool for learning and communication. Base \$24,521 No 21st century classroom demonstration grants were funded. Base \$0</p>
<p>Action 6</p>		
<p>Actions/Services</p>	<p>PLANNED Maintain facilities in good repair.</p>	<p>ACTUAL Facilities were maintained in good repair.</p>
<p>Expenditures</p>	<p>BUDGETED CU Charges Base \$386,266</p>	<p>ESTIMATED ACTUAL CU Charges Base \$386,266</p>
<p>Action 7</p>		
<p>Actions/Services</p>	<p>PLANNED Professional development to support the shifts in instruction necessary for the implementation of the CCSS including providing up to 16 professional development trainings/minimum days for instructional staff.</p>	<p>ACTUAL Professional development was funded to support the shifts in instruction necessary for the implementation of the CCSS including providing up to 16 professional development trainings/minimum days for instructional staff.</p>
<p>Expenditures</p>	<p>BUDGETED Professional Development, including conferences and other trainings. Base \$10,000</p>	<p>ESTIMATED ACTUAL Professional Development trainings were provided Base \$12,000</p>
<p>Action 8</p>		
<p>Actions/Services</p>	<p>PLANNED</p>	<p>ACTUAL Continuing to work toward ensuring that students are prepared for college and career in the 21st Century, including</p>

	Ensure that students are prepared for college and career in the 21st Century, including the ability to use technology as a tool for learning and communication.	the ability to use technology as a tool for learning and communication.
Expenditures	BUDGETED Computers / technological devices, Internet Access, & online curriculum. Base \$71,021	ESTIMATED ACTUAL Computers, and other technological devices, along with online curriculum and internet access was provided to students. Internet Access was provided to students Base \$71,021

Action **9**

Actions/Services	PLANNED Purchase Supplemental instructional programs and materials and/or instructional technology for English Learners and RFEP students.	ACTUAL Supplemental instructional programs and materials and/or instructional technology for English Learners and RFEP students was purchased.
Expenditures	BUDGETED Purchase Supplemental instructional programs and materials and/or instructional technology to support all students including Foster youth, English learners and Expelled youth. Base \$5,000	ESTIMATED ACTUAL Supplemental instructional programs, materials, and technology were purchased when necessary and were provided to support all students including Foster youth, English learners and Expelled youth. Base \$5,000

Action **10**

Actions/Services	PLANNED Identify and implement an enhanced, research-based ELD Program that includes pre and post assessments to determine progress in learning English.	ACTUAL Research-based ELD Program elements that include pre and post assessments to determine progress in learning English were implemented.
Expenditures	BUDGETED Teacher materials and replacement materials: Title III \$967	ESTIMATED ACTUAL Teacher materials and replacement materials were created or provided at a reduced level due to only a small number of ELD students Title III \$967

Action **11**

Actions/Services	PLANNED Provide for professional development, including conferences and visits to exemplary programs, for supporting at-risk youth.	ACTUAL Professional development, including conferences and visits to exemplary programs, for supporting at-risk youth was provided.
Expenditures	BUDGETED \$22k of \$128,599 in Title IA was devoted to professional development. Title I-A \$22,000	ESTIMATED ACTUAL \$22k of \$128,599 in Title IA was devoted to professional development. Title I-A \$22,000

Action **12**

Actions/Services	PLANNED	ACTUAL
------------------	----------------	---------------

Provide additional instructional support for at-risk, socio-economically disadvantaged, foster, and/or EL students.

BUDGETED
 \$106,599 of \$128,599 in Title IA was devoted to providing additional instructional support for at-risk, socio-economically disadvantaged, foster, and/or EL students. Title I-A \$106,599

Additional instructional support for at-risk, socio-economically disadvantaged, foster, and/or EL students was provided, including tutoring/learning center support.

ESTIMATED ACTUAL
 \$106,599 of \$128,599 in Title IA was devoted to providing additional instructional support for at-risk, socio-economically disadvantaged, foster, and/or EL students - e.g., tutoring & learning center support in the form of two aides. Title I-A \$106,599

Expenditures

ANALYSIS

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

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

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

Actions and services for this goal were in general implemented as planned, with variations mainly attributable to changes in enrollment and/or minor shifts in the funding source used to accomplish the goals.

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

There was strong overall effectiveness in achieving the articulated goals as a result of the actions and services taken and/or provided.

The lower student to teacher ratio has contributed to a positive school culture, which has been one factor in program growth, as well as providing critical additional support for the success of at-risk students, including those who are socio-economically disadvantaged, foster youth, and EL students.

All teachers were credentialed and properly assigned in the subject areas and for the grade-levels they were teaching.

The majority of teachers refined their use of instructional strategies aligned with the CCSS that focused on improving reading and writing skills in science, math, and social studies.

An examination of standards-aligned materials shows that 100% of students have access to CCSS-aligned coursewor, and are using state approved and adopted materials that are supplemented with a variety of teacher-generated and online curriculum.

All facilities were maintained in good repair.

100% of students were provided with access to instructional technology. 100% of school sites were provided with reliable, high-speed internet connectivity as well as campus-wide Wi-Fi.

All English Learners were assessed for placement in the ELD program upon enrollment, pre and post assessment from the adopted ELD program and/or NWEA were used to monitor individual English Learner

progress in learning English while students were enrolled, and the data was used to improve the overall program as well as to respond to individual student need. RFEP students were monitored on an ongoing basis and received support to ensure academic progress.

For 2017-18, the full implementation of NWEA assessments will provide the basis for initial and formative assessments.

Professional development, including conferences and visits to exemplary programs, for supporting at-risk youth was provided.

Additional instructional support for at-risk, socio-economically disadvantaged, foster, and/or EL students was provided, including tutoring/learning center support.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Material differences in estimated actual and budgeted expenditures and estimated actual expenditures were made for a variety of reasons, including changes in enrollment and/or minor shifts in the funding source used to accomplish the goals - e.g., more was spent on the purchase of curriculum materials than originally planned, and more was spent to support College and Career Readiness through a new partnership with Folsom Lake College El Dorado Center.

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.

Charter Community School and Home Study Academy is an Alternative School. As a result, there is currently not an evaluation system for state accountability purposes. For this reason, the LCFF Evaluation Rubrics are not used in the analysis of this goal. However, based on student performance and the input of stakeholders, we have identified areas of this goal that we intend to change for the 2017-18 school year, which are articulated later in this document.

Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 2

Goal 2: Provide an innovative and engaging education that meets the diverse learning needs of all students.

State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Identify and implement highly effective, research-based instructional and behavioral strategies and/or program elements for high risk students that support student engagement, academic achievement, college and career readiness, 21st Century Learning, and/or employment opportunities.

ACTUAL

Highly effective, research-based instructional and behavioral strategies and/or program elements for high risk students that support student engagement, academic achievement, college and career readiness, 21st Century Learning, and/or employment opportunities were implemented.

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

Identify and implement highly effective, research-based instructional and behavioral strategies and/or program elements for high risk students that support student engagement, academic achievement, college and career readiness, 21st Century Learning, and/or employment opportunities.

ACTUAL

Highly effective, research-based instructional and behavioral strategies and/or program elements for high risk students that support student engagement, academic achievement, college and career readiness, 21st Century Learning, and/or employment opportunities were implemented.

Expenditures

BUDGETED

ESTIMATED ACTUAL

Provide/fund engaging electives that provide career-ready skills. Base \$25,000	We identified and expanded engaging electives that provide career-ready skills - e.g., Robotics, Maker Space, and Culinary Arts. Base \$40,000 Base \$40,000
Provide professional development for staff to implement goal. Base \$4,000	Professional development for staff to implement goal was provided, including participation in conferences and site visits. Base \$5,000
Research and pilot an Advanced Education program. Other \$500	An Advanced Education program was researched and piloted. Other \$500 Other \$500
Provide a .25 classified position to support the career/learning center. Other \$12,500	Provided a .25 classified position to support a career/learning center. Other \$12,500

Action **2**

Actions/Services

PLANNED Provide professional development that supports student engagement, academic achievement, college and career readiness, 21st Century Learning, and/or employment opportunities.	ACTUAL Professional development was provided that supports student engagement, academic achievement, college and career readiness, 21st Century Learning, and/or employment opportunities.
--	--

Expenditures

BUDGETED Base \$7,500	ESTIMATED ACTUAL Base \$7,500
---------------------------------	---

ANALYSIS

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

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

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

Actions and services for this goal were in general implemented as planned, but to a much higher degree due to the commitment of greater funds devoted to accomplishing the goals.

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

There was strong effectiveness in achieving the articulated goals as a result of the actions and services taken and/or provided due to additional resources being used to purchase the elements necessary for program implementation..

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There was a significant increase in budgeted versus estimated actual expenditures due to additional monies devoted to the expansion or implementation of several new or improved courses, including Robotics, Maker Space, and Culinary Arts.

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.

Charter Community School and Home Study Academy is an Alternative School. As a result, there is currently not an evaluation system for state accountability purposes. For this reason, the LCFF Evaluation Rubrics are not used in the analysis of this goal. However, based on student performance and the input of stakeholders, we have identified areas of this goal that we intend to continue funding- and/or provide additional funding for - for the 2017-18 school year, which are articulated later in this document.

DRAFT

Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 3

Goal 3: Provide a clean and safe learning environment that is culturally responsive to all students.

State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Student learning environments will be clean, safe and culturally responsive.

ACTUAL

The student learning environment was clean, safe, and culturally responsive as evidenced by inspection records, stakeholder survey results, and interest/overall enrollment increases.

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

<p>Actions/Services</p>	<p>PLANNED Maintain clean, safe and culturally responsive learning environment.</p>	<p>ACTUAL A clean, safe and culturally responsive learning environment was maintained.</p>
<p>Expenditures</p>	<p>BUDGETED CU Charges Base \$386,266 Provide professional development for staff regarding maintaining a culturally responsive environment. Base \$4,500</p>	<p>ESTIMATED ACTUAL CU Charges Base \$386,266 Professional development for staff regarding maintaining a culturally responsive environment was provided/implemented. Base \$4,500</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.

Actions and services for this goal were implemented as planned.

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

There was strong overall effectiveness in achieving the articulated goals as a result of the actions and services taken and/or provided.

The programs contract with the El Dorado County Office of Education for services, which provides excellent service. These include all care, maintenance, and improvements for facilities, including cleaning, preventative work, landscaping, upgrades, and safety-related items.

Professional development, including conferences and staff professional learning community was provided/implemented.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences in estimated actual and budgeted expenditures.

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

Charter Community School and Home Study Academy is an alternative program. As a result, there is currently not an evaluation system for state accountability purposes. For this reason, the LCFF Evaluation Rubrics are not used in the analysis of this goal. However, based on regular site inspections and stakeholder feedback, this goal will be continued in subsequent years.

Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 4

Goal 4: Involve parents, family, and community members as partners in the education of all students.

State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input 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

Communication tools, policies, and procedures will be identified and implemented to ensure parents/guardians are informed about, and engaged concerning, student participation and progress.

ACTUAL

Communication tools, policies, and procedures were identified and implemented to ensure parents/guardians are informed about, and engaged concerning, student participation and progress.

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		<p>PLANNED</p> <p>Communication tools, policies, and procedures will be identified and implemented to ensure parents/guardians are informed about, and engaged concerning, student participation and progress.</p>	<p>ACTUAL</p> <p>Communication tools, policies, and procedures were identified and implemented to ensure parents/guardians are informed about, and engaged concerning, student participation and progress.</p>
Expenditures		<p>BUDGETED</p> <p>Maintain Beehively website production and maintenance</p> <p>Base \$5,300</p> <p>Maintain Parent Link communication/outreach system Base \$0</p>	<p>ESTIMATED ACTUAL</p> <p>Beehively website production and maintenance were continued/provided. Base \$5,300</p> <p>Maintain Parent Link communication/outreach system Base \$0</p>

Provide/budget for print, postage, and other associated costs Base \$2,000	Print, postage, and other associated costs were provided for in the budget. Base \$2,000
Provide program-wide and end of course stakeholder surveys. \$0	Program-wide and end of course stakeholder surveys were provided by staff and/or through online services - e.g., Survey Monkey. \$0
Continue providing the D2L Learning Management System at two of our programs. Base \$10,248	The D2L Learning Management System was provided/maintained at two of our programs. Base \$10,248

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.

There was strong overall effectiveness in achieving the articulated goals as a result of the actions and services taken and/or provided.

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

There was strong overall effectiveness in achieving the articulated goals as a result of the actions and services taken and/or provided.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences in estimated actual and budgeted expenditures and estimated actual expenditures.

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

Charter Community School and Home Study Academy is an Alternative School. As a result, there is currently not an evaluation system for state accountability purposes. For this reason, the LCFF Evaluation Rubrics are not used in the analysis of this goal. However, based on feedback from stakeholders, we will be adding an additional survey for stakeholders near the beginning of the year (no additional cost).

Stakeholder Engagement

LCAP Year

 2017–18 2018–19 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

The El Dorado County Office of Education Charter programs collaborate in an ongoing cycle throughout the year with stakeholders as part of our process of planning, implementation and evaluation of educational programs and services for students and families to develop the Local Control Accountability Plan (LCAP). Parents, community members, pupils, staff, and other stakeholders have been actively involved and engaged in the development, review, and implementation of our LCAP. All groups were brought together early in the process, including during School Site Council Meetings, to hear about the new state LCFF and LCAP programs, including providing an overview of these new systems, the timelines for implementation, and the emphasis on the continuous cycle of improvement and stakeholder engagement. Stakeholders have been provided with extensive time to answer questions about the changes under LCFF and LCAP and to provide significant input and feedback as goals were developed together and reviewed for all state priority areas, including services for English Language Learners (ELL), expelled and at-risk youth, and Foster Youth.

Stakeholder input for needs assessment was accomplished using School Site Council, as well as during discussions with staff, students, parents, and community members, including meeting(s) to discuss draft goals and the draft LCAP plan so that input could be collected and applied as need to the goals of the plan - e.g., Site Council. To ensure that ELL, Foster Youth, and expelled youth representatives were involved, a number of addition steps and measures were taken such as sending home information in a variety of formats and using different communication media. Stakeholder engagement also included Client Roundtables for each program, informal survey(s), and twice per year Site Council meetings. In addition, the Site Council and the El Dorado County Office of Education School Board approved our Single Plan(s) for Student Achievement.

Extensive information, including data related to state and program priorities, is made available to stakeholders for discussion, drafting of goals tied to priority areas, review, and final agreement through an annual process, which includes significant involvement of our School Site Council. Discussions and data related to student and program performance measures focused on a variety of measures - e.g., state standardized testing performance (CAASPP), graduation rates, discipline rates, EL reclassification and proficiency rates, California Healthy Kids Survey, attendance rates, college and career readiness, staff and parent surveys, student and staff perceptions of school culture/safety and instructional quality, and the program's vision and mission.

The involvement of stakeholders was and is instrumental in helping us determine program-specific goals and actions. Through direct feedback, as well as indirect feedback from other methods, we were able to identify the greatest areas of need and plan accordingly over the next three years. As a result, we were able to be proactive in ensuring that our sites are equipped with resources needed to ensure student success, including adopting and implementing new state approved instructional materials, providing extensive professional development, ensuring all students are College & Career Ready, and updating instructional technology and associated tools to ensure all students are successful. As part of this effort, we adopted new instructional materials and continued to purchase instructional technology for students - e.g., Chromebooks, charging carts, and expanded online learning access/programs. In addition, professional development plans are continually updated based on stakeholder feedback, including the School Site Council.

LCAP presented at a public hearing for public review and comment: May, 2017

LCAP first review by the El Dorado County of Education Board: June 6, 2017

LCAP approved by the El Dorado County of Education Board: June, 13 2017

IMPACT ON LCAP AND ANNUAL UPDATE

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

Changes were discussed throughout the process, including during meetings with parents and students, meetings with staff, and at larger planning meetings such as Site Council meetings that included all stakeholders.

Several changes were made in the LCAP prior to the adoption as a result of written comments or other feedback received by the LEA through the engagement process:

Professional Development:

Multi-year professional development plans continue to be further developed to maximize effectiveness. Sixteen minimum days are being provided in our school calendar to provide professional development. This will help us ensure that we meet both cross-program and individual program staff development need: All stakeholders agree that professional development will be a key in meeting the needs of all students. Although not all programs participate in all of the available professional development days, significant training continues to be provided or made available to staff. The professional development plan is aligned across, and articulated between, programs. Our independent study programs often have professional development activities on days/times other than those days built into our school calendar due to the regular weekly schedule of meetings staff have with students and parents. In addition, staff participate in professional development opportunities outside of the regularly scheduled dates, including conferences, off-site trainings, and/or EDCOE offered trainings. Staff may also access and utilize EDCOE Expert Teachers, who provide direct support to instructional staff on implementing state standards in classrooms. Some of these opportunities include, but are not limited to, summer Common Core Symposiums, CPI training, PBIS training, and a Love & Logic conference. Instructional staff may also establish a cohort comprised of administrators, teachers and instructional coaches to identify highly effective instructional practices for high-risk students that support academic achievement and the transition to continuing education, college/vocational training, or employment.

- While we have made significant strides in meeting state standards, our stakeholders agree that we should provide a comprehensive, research based program for our EL students. Because of our high transitory rate in some of our programs, we often are unable to properly test and reclassify EL students since they are not with us long enough. As a result, stakeholders asked us to review current procedures for identifying, testing, serving, monitoring, and reclassifying EL students so that we could improve our services to ELL students irrespective of the length of time they are with our program. As a result, we are analyzing all aspects of our ELL program so that we can more effectively serve these students, including identifying, testing, and serving students more quickly, including implementing NWEA as a more effective assessment tool.

Online Learning Opportunities and Instructional Technology:

- Online learning opportunities and instructional technology are continually being expanded and enhanced to improve our ability to individualize program components to meet student need and to further improve engagement and communication with students and stakeholders. The great majority of our at-risk students arrive with significant deficits in core academic areas – particularly in language arts and math.
- Although significant resources are already being allocated to all students/programs, feedback from stakeholders led to additional resources being allocated to our at-risk youth, with greater emphasis placed on making these resources more available and accessible for EL, foster youth, and at-risk students. Access to technology will be a major component to serving our ELL/FY students and Charter is moving forward with an extensive one-to-one model of putting Chromebooks in EL student's hands and homes. Charter will support all students, including EL and Foster Youth, with a rich platform of applications to allow for support of individual students at their respective levels. Students will be able to access a variety of online resources - e.g., ELA, math, and credit remediation and acceleration.

Parent Involvement, Pupil Engagement, and School Climate:

- Communication: As a result of stakeholder feedback, we are in the process of expanding our strategic communications systems and methods - e.g., implementing Parent Square or similar, while maintaining our high quality website services, Parent Link, etc.
- Desire 2 Learn or similar Student Management System Portal: We continue to provide and enhance our web-based, learning management systems, including Desire to Learn (D2L) and Pathways, which are next generation learning solutions. The platforms supports the shift in delivery from traditional face-to-face learning to online, blended, flipped, mobile, and accessible delivery options that facilitate learning anytime, anywhere. The platforms have also greatly improved communication with and between students, parents, and instructional staff. Staff has and will continue to be trained in designing and managing effective virtual classes, including supporting students in both synchronous & asynchronous virtual learning environments.
- Individualized Learning Plans (ILPs): An essential component of our school culture centers on establishing an individualized learning plan for each student. Although plans vary according to each student's needs and the program the student is enrolled in - specific academic, social, emotional, and behavioral goals are discussed with the student and parent, and an educational program is tailored around those goals. Each site has program-specific ways for developing and meeting each student's needs and goals, based on what is learned after a thorough review of the student's records. Remediation in math and language arts is incorporated into each student's plan as needed. All programs take care to discuss essential steps to meet graduation requirements, including reviewing transcripts, determining if the student is on track to graduate, and creating a plan to

ensure graduation. If a student is behind in credits, lacks necessary courses required for graduation, or has other academic needs, the plan incorporates options and strategies for the student to make these up, while also considering future academic and career goals. Our programs are increasingly relying on instructional technology to provide the assessment component of our ILPs due to their superior ability to quickly assess, to monitor progress, and to report results to the teacher, student, and parent.

- Positive Behavior Intervention and Supports (PBIS) or similar program: In general, PBIS emphasizes four integrated elements: data for decision making; measurable outcomes supported and evaluated by data; practices with evidence that these outcomes are achievable; and systems that efficiently and effectively support implementation of these practices. PBIS schools organize their evidence-based behavioral practices and systems into an integrated collection or framework in which students experience supports based on their behavioral responsiveness to intervention. A three-tiered prevention logic requires that all students receive supports at the universal or primary tier. If the behavior of some students is not responsive, more intensive behavioral supports are provided, in the form of a group contingency (selected or secondary tier) or a highly individualized plan (intensive or tertiary tier). Several staff from our seat based programs have attended extensive PBIS training.
- Love & Logic or similar: We continue to utilize and support the use of Love & Logic - a method of working with students, including setting limits in the classroom without anger, building strong connections between home and school, managing disruptive students, and building positive teacher-student relationships while helping students own and solve their own problems. This program has many tools for educators, administrators, and counselors to use that promote healthy relationships and positive school wide discipline. This program has helped us to significantly improve the climate at our at-risk programs by reducing the number of disciplinary incidents and reports.
- New Morning Youth and Family Services: Counseling services continue to remain a key component in the success of our at-risk programs. New Morning Youth and Family Services, one of our key stakeholders, provides both on-going and crisis services to our students. A referral process created is in place and working well.
- School Attendance Review Board (SARB): The School Attendance Review Board (SARB), established by the California legislature in 1975, is a multi-disciplinary, systematic approach to improving student attendance and thus school achievement. SARB provides intensive guidance to students and families and links them to focused services to address the underlying causes of poor attendance and lack of school success. SARB monitors and engages with families over time to ensure that SARB directives are being followed and that services are effecting needed change. In the absence of sufficient progress or willful or continued failure to respond, SARB refers students and/or families to the court system. We have a dedicated staff member who serves as our Charter representative and attends the weekly SARB meetings, as well as carefully tracks attendance and communicates any SARB issues with appropriate parties.
- Attendance Retrieval Officer: In addition, we also have an Attendance Retrieval Officer/Instructional Aide who assists in creating safe and inviting learning environments for our at-risk programs, while providing transportation for students, if necessary, for the purpose of supporting them in the completion of their studies.
- Crisis Prevention Intervention (CPI): This training program is designed around an innovative, holistic philosophy of providing Care, Welfare, Safety, and Security for staff and those in their care—even during crisis moments. This program is now recognized by many as the international standard for violence prevention and intervention training. We provide training to staff twice per year, as needed.
- Security Cameras: Due to the highly at-risk nature of the students at Charter Community School, we continue to fund and improve video surveillance at the site. Signs are posted in locations where video surveillance is used, but in no case is security video used where students and the general public have a reasonable expectation of privacy such as washrooms. Charter Alternative Programs administrators or administrative designees may use video surveillance and the resulting recordings for investigating and enforcing student discipline, including inquiries and proceedings relating to law enforcement.

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

All students will have access to a quality education that ensures college and career readiness in the 21st Century.

[State and/or Local Priorities Addressed by this goal:](#)

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

[Identified Need](#)

Based on CAASPP data, it is evident that one area to continue emphasizing is performance in Mathematics and Language Arts by maintaining quality practices and refining or replacing ineffective strategies and/or tools. As noted earlier, implementing more effective assessment tools is also needed, so we are in the process of switching from Illuminate to NWEA as our primary assessment tool/platform across all of our programs. For 2017-18, Charter Community School and Home Study Academy program staff will be trained to use NWEA effectively in conjunction with the effective ongoing implementation of recently adopted, state approved ELA and math materials.

- Need further professional development on effective use of our recently adopted ELA and math curriculum within specific program populations. This is evident since overall (all grade levels) only 48% of our students met or exceeded grade level standards in ELA. There is even greater need in math, since only 20% of students overall met or exceeded grade level standards.
- An improved assessment tool that is aligned to state standards to assess, monitor, and report out on students in math and ELA (NWEA).

Ongoing Identified Needs:

- Continue to provide teachers who are credentialed and properly assigned in the subject areas and for the grade-levels they are teaching.
- Continue to provide students with standards-aligned instructional materials, including NGSS, as they become available.
- Continue to maintain facilities in good repair by EDCOE as evidenced by facility inspection reports.
- Ensure that a minimum of 80% of instructional staff participate annually in professional development meeting State Standards through the use of effective instructional strategies, including providing effective support for at-risk, foster youth, and EL students.
- Continue providing a staff-to-pupil ratio of roughly 20 to 1, which is significantly lower than county or state averages.
- Continue ensuring that all students are provided with the digital tools necessary to access the new State Standards, to develop 21st Century learning skills, and to be prepared to participate in state assessments.
- Continue providing a research-based ELD Program that includes pre and post assessments to determine progress in learning English.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
All teachers will be credentialed and properly assigned in the subject areas and for the grade-levels they are teaching.	100% of teachers will be credentialed and properly assigned in the subject areas and for the grade-levels they are teaching.	100% of teachers will be credentialed and properly assigned in the subject areas and for the grade-levels they are teaching.	100% of teachers will be credentialed and properly assigned in the subject areas and for the grade-levels they are teaching.	100% of teachers will be credentialed and properly assigned in the subject areas and for the grade-levels they are teaching.
Students will be provided standards-aligned instructional materials, including NGSS.	100% of students will be provided standards-aligned instructional materials, including NGSS	100% of students will be provided standards-aligned instructional materials, including NGSS	100% of students will be provided standards-aligned instructional materials, including NGSS	100% of students will be provided standards-aligned instructional materials, including NGSS
Facilities will be maintained in good repair by EDCOE as evidenced by facility inspection reports.	Facilities will be maintained in good repair by EDCOE as evidenced by facility inspection reports.	Facilities will be maintained in good repair by EDCOE as evidenced by facility inspection reports.	Facilities will be maintained in good repair by EDCOE as evidenced by facility inspection reports.	Facilities will be maintained in good repair by EDCOE as evidenced by facility inspection reports.
Professional development opportunities for teachers, administrators, & support staff on the new State Standards and associated instructional changes and strategies will be part of a comprehensive professional development plan, including providing effective support for at-risk, foster youth, and EL students, as well as best practices for effective math delivery in a hybrid, independent study program.	80% of instructional staff will participate in professional development meeting State Standards through the use of effective instructional strategies, including providing effective support for at-risk, foster youth, and EL students, as well as best practices for effective math delivery in a hybrid, independent study program.	90% of instructional staff will participate in professional development meeting State Standards through the use of effective instructional strategies, including providing effective support for at-risk, foster youth, and EL students, as well as best practices for effective math delivery in a hybrid, independent study program.	100% of instructional staff will participate in professional development meeting State Standards through the use of effective instructional strategies, including providing effective support for at-risk, foster youth, and EL students, as well as best practices for effective math delivery in a hybrid, independent study program.	100% of instructional staff will participate in professional development meeting State Standards through the use of effective instructional strategies, including providing effective support for at-risk, foster youth, and EL students, as well as best practices for effective math delivery in a hybrid, independent study program.
Students enrolled in our programs will benefit from a staff-to-pupil ratio of roughly 20 to 1, which is significantly lower than county or state averages.	Students enrolled in our programs will benefit from a staff-to-pupil ratio of roughly 20 to 1, which is significantly lower than county or state averages.	Students enrolled in our programs will benefit from a staff-to-pupil ratio of roughly 20 to 1, which is significantly lower than county or state averages.	Students enrolled in our programs will benefit from a staff-to-pupil ratio of roughly 20 to 1, which is significantly lower than county or state averages.	Students enrolled in our programs will benefit from a staff-to-pupil ratio of roughly 20 to 1, which is significantly lower than county or state averages.
All students will be provided with the digital tools necessary to access the new state standards,	100% students will be provided with the digital tools necessary to access the new State	100% students will be provided with the digital tools necessary to access the new State	100% students will be provided with the digital tools necessary to access the new State	100% students will be provided with the digital tools necessary to access the new State

to develop 21st Century learning skills, and to be prepared to participate in state assessments.	Standards, to develop 21st Century learning skills, and to be prepared to participate in state assessments.	Standards, to develop 21st Century learning skills, and to be prepared to participate in state assessments.	Standards, to develop 21st Century learning skills, and to be prepared to participate in state assessments.	Standards, to develop 21st Century learning skills, and to be prepared to participate in state assessments.
A research-based ELD Program that includes pre and post assessments to determine progress in learning English will be provided for all ELD students.	100% of ELD students will be provided with a research-based ELD Program that includes pre and post assessments to determine progress in learning English.	100% of ELD students will be provided with a research-based ELD Program that includes pre and post assessments to determine progress in learning English.	100% of ELD students will be provided with a research-based ELD Program that includes pre and post assessments to determine progress in learning English.	100% of ELD students will be provided with a research-based ELD Program that includes pre and post assessments to determine progress in learning English.

PLANNED ACTIONS / SERVICES

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

Action 1

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

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

OR

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

Maintain approximately a 15-20 to 1 student to teacher ratio to meet student needs

Maintain approximately a 15-20 to 1 student to teacher ratio to meet student needs

Maintain approximately a 15-20 to 1 student to teacher ratio to meet student needs

BUDGETED EXPENDITURES

2017-18

Amount \$661,253
 Source Supplemental and Concentration

2018-19

Amount \$661,253
 Source Supplemental and Concentration

2019-20

Amount \$661,253
 Source Supplemental and Concentration

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

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

All teachers will be credentialed and properly assigned in the subject areas and for the grade-levels they are teaching.

All teachers will be credentialed and properly assigned in the subject areas and for the grade-levels they are teaching.

All teachers will be credentialed and properly assigned in the subject areas and for the grade-levels they are teaching.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$4,052	Amount	\$4,052	Amount	\$4,052
Source	Title II	Source	Title II	Source	Title II

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	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
Students will be provided standards-aligned instructional materials, including NGSS.	Students will be provided standards-aligned instructional materials, including NGSS.	Students will be provided standards-aligned instructional materials, including NGSS.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$123,506	Amount	\$123,506	Amount	\$123,506
Source	Base	Source	Base	Source	Base

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

Facilities will be maintained in good repair.

2018-19

New Modified Unchanged

Facilities will be maintained in good repair.

2019-20

New Modified Unchanged

Facilities will be maintained in good repair.

BUDGETED EXPENDITURES

2017-18

Amount	\$430,329
Source	Base
Budget Reference	CU Charges

2018-19

Amount	\$430,329
Source	Base
Budget Reference	CU Charges

2019-20

Amount	\$430,329
Source	Base
Budget Reference	CU Charges

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

Professional development opportunities for teachers, administrators, & support staff on the new State Standards and associated instructional changes and strategies will be part of a comprehensive professional development plan, including providing effective support for at-risk, foster youth, and EL students, as well as best practices for effective math delivery in a hybrid, independent study program.

2018-19

New Modified Unchanged

Professional development opportunities for teachers, administrators, & support staff on the new State Standards and associated instructional changes and strategies will be part of a comprehensive professional development plan, including providing effective support for at-risk, foster youth, and EL students, as well as best practices for effective math delivery in a hybrid, independent study program.

2019-20

New Modified Unchanged

Professional development opportunities for teachers, administrators, & support staff on the new State Standards and associated instructional changes and strategies will be part of a comprehensive professional development plan, including providing effective support for at-risk, foster youth, and EL students, as well as best practices for effective math delivery in a hybrid, independent study program.

BUDGETED EXPENDITURES

2017-18

Amount
Source

2018-19

Amount
Source

2019-20

Amount
Source

Action **6**

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

Students to be Served All Students with Disabilities

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

All students will be provided with the digital tools necessary to access the new State Standards, to develop 21st Century learning skills, and to be prepared to participate in state assessments.

2018-19

New Modified Unchanged

All students will be provided with the digital tools necessary to access the new State Standards, to develop 21st Century learning skills, and to be prepared to participate in state assessments.

2019-20

New Modified Unchanged

All students will be provided with the digital tools necessary to access the new State Standards, to develop 21st Century learning skills, and to be prepared to participate in state assessments.

BUDGETED EXPENDITURES

2017-18

Amount	\$69,401
Source	Base
Budget Reference	Includes instructional technology and online licensing.

2018-19

Amount	\$69,401
Source	Base
Budget Reference	Includes instructional technology and online licensing.

2019-20

Amount	\$69,401
Source	Base
Budget Reference	Includes instructional technology and online licensing.

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: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

100% of ELD students will be provided with a research based ELD Program that includes pre and post assessments to determine progress in learning English.

2018-19

New Modified Unchanged

100% of ELD students will be provided with a research based ELD Program that includes pre and post assessments to determine progress in learning English.

2019-20

New Modified Unchanged

100% of ELD students will be provided with a research based ELD Program that includes pre and post assessments to determine progress in learning English.

BUDGETED EXPENDITURES

2017-18

Amount \$942

Source Title III

Budget Reference Budget reflects all Title III ELD monies available.

2018-19

Amount \$942

Source Title III

Budget Reference Budget reflects all Title III ELD monies available.

2019-20

Amount \$942

Source Title III

Budget Reference Budget reflects all Title III ELD monies available.

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

Tutoring and support services for individual students in danger of or already failing, including ELD and Foster Youth will be provided.

2018-19

New Modified Unchanged

Tutoring and support services for individual students in danger of or already failing, including ELD and Foster Youth will be provided.

2019-20

New Modified Unchanged

Tutoring and support services for individual students in danger of or already failing, including ELD and Foster Youth will be provided.

BUDGETED EXPENDITURES

2017-18

Amount	\$128,035
Source	Title I-A

2018-19

Amount	\$128,035
Source	Title I-A

2019-20

Amount	\$128,035
Source	Title I-A

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

Provide an innovative and engaging education that meets the diverse learning needs of all students.

State and/or Local Priorities Addressed by this goal:

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

Identified Need

Because our programs serve unique student populations, including many students who have not been successful in traditional programs, it is critical that all of our programs continue to innovate and lead in providing high quality instruction that engages all students - both at the classroom and program-wide level - to meet the needs of learners. The identified need is to engage all students in their education by utilizing innovative and research-based instructional strategies tailored to the unique needs of each program.

Our at-risk students – which includes our expelled, ELL, and foster youth - have diverse learning and behavioral needs requiring the use of highly effective, research-based strategies/programs specifically designed for them. The identified need is to continue identifying and implementing highly effective, research-based instructional and behavioral strategies for high risk students that support academic achievement, student engagement, college and career readiness, and the transition into continuing education and/or employment opportunities.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Staff will participate in professional development on implementing highly effective, research-based instructional and behavioral strategies for high risk students that support academic achievement, student engagement, college and career readiness, and the transition into continuing education and/or employment opportunities.	80% of staff will participate annually in professional development on implementing highly effective, research-based instructional and behavioral strategies for high risk students that support academic achievement, student engagement, college and career readiness, and the transition into continuing education and/or employment opportunities.	80% of staff will participate annually in professional development on implementing highly effective, research-based instructional and behavioral strategies for high risk students that support academic achievement, student engagement, college and career readiness, and the transition into continuing education and/or employment opportunities.	90% of staff will participate annually in professional development on implementing highly effective, research-based instructional and behavioral strategies for high risk students that support academic achievement, student engagement, college and career readiness, and the transition into continuing education and/or employment opportunities.	100% of staff will participate annually in professional development on implementing highly effective, research-based instructional and behavioral strategies for high risk students that support academic achievement, student engagement, college and career readiness, and the transition into continuing education and/or employment opportunities.

Further develop and implement a quality Advanced Education program, including increasing the percent of high-risk students at our Charter College & Career Prep program, aged 16 or older.	15% of high-risk students at our Charter College & Career Prep program, aged 16 or older, participated in a quality Advanced Education pilot program during 2016-17.	75% of high-risk students at our Charter College & Career Prep program, aged 16 or older, will participate in a quality Advanced Education program.	85% of high-risk students at our Charter College & Career Prep program, aged 16 or older, will participate in a quality Advanced Education program.	90% of high-risk students at our Charter College & Career Prep program, aged 16 or older, will participate in a quality Advanced Education program.
--	--	---	---	---

PLANNED ACTIONS / SERVICES

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

Action 1

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

Students to be Served All Students with Disabilities

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

80% of staff will participate annually in professional development on implementing highly effective, research based instructional and behavioral strategies for high risk students that support academic achievement, student

2018-19

New Modified Unchanged

90% of staff will participate annually in professional development on implementing highly effective, research based instructional and behavioral strategies for high risk students that support academic achievement, student

2019-20

New Modified Unchanged

100% of staff will participate annually in professional development on implementing highly effective, research based instructional and behavioral strategies for high risk students that support academic achievement, student

engagement, college and career readiness, and the transition into continuing education and/or employment opportunities.

engagement, college and career readiness, and the transition into continuing education and/or employment opportunities.

engagement, college and career readiness, and the transition into continuing education and/or employment opportunities.

BUDGETED EXPENDITURES

2017-18

Amount \$20,000

Source Base

Budget Reference Professional development, including conferences, workshops, and on-site PLCs

2018-19

Amount \$20,000

Source Base

Budget Reference Professional development, including conferences, workshops, and on-site PLCs

2019-20

Amount \$20,000

Source Base

Budget Reference Professional development, including conferences, workshops, and on-site PLCs

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

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

75% of high-risk students at our Charter College & Career Prep program, aged 16 or older, will participate in a quality Advanced Education program.

85% of high-risk students at our Charter College & Career Prep program, aged 16 or older, will participate in a quality Advanced Education program.

90% of high-risk students at our Charter College & Career Prep program, aged 16 or older, will participate in a quality Advanced Education program.

BUDGETED EXPENDITURES

2017-18

Amount	\$50,000
Source	Other
Budget Reference	Advanced Education program funded by CTE grant.

2018-19

Amount	\$50,000
Source	Other
Budget Reference	Advanced Education program funded by CTE grant.

2019-20

Amount	\$50,000
Source	Other
Budget Reference	Advanced Education program funded by CTE grant.

DRAFT

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

New
 Modified
 Unchanged

Goal 3

Provide a clean and safe learning environment that is culturally responsive to all students.

State and/or Local Priorities Addressed by this goal:

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

Identified Need

The program serves a unique population of students, including high-risk students who have not been successful in a traditional educational model. As such, our students come to us with a variety of academic and emotional/mental needs that need to be considered and addressed. This frequently includes behavioral and/or emotional/mental health issues - e.g., stress or anxiety related issues. As such, there is need for professional development for staff to provide support for students who may need additional support - e.g., those with additional learning/academic needs and/or those who may enroll with us, in part, due to stress, anxiety, and/or other mental health related issues - e.g., Love & Logic, Professional Development, etc.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Provide professional development for staff regarding maintaining a culturally responsive environment, including effective practices for supporting students with learning/academic, behavioral, and/or emotional/mental health issues	75% of staff will participate in professional development regarding maintaining a culturally responsive environment, including effective practices for supporting students with learning/academic, behavioral, and/or emotional/mental health issues	80% of staff will participate in professional development regarding maintaining a culturally responsive environment, including effective practices for supporting students with learning/academic, behavioral, and/or emotional/mental health issues.	90% of staff will participate in professional development regarding maintaining a culturally responsive environment, including effective practices for supporting students with learning/academic, behavioral, and/or emotional/mental health issues	100% of staff will participate in professional development regarding maintaining a culturally responsive environment, including effective practices for supporting students with learning/academic, behavioral, and/or emotional/mental health issues
Maintain clean, safe and culturally responsive learning environment, as noted by site inspections.	Maintain clean, safe and culturally responsive learning environment, as noted by site inspections.	Maintain clean, safe and culturally responsive learning environment, as noted by site inspections.	Maintain clean, safe and culturally responsive learning environment, as noted by site inspections.	Maintain clean, safe and culturally responsive learning environment, as noted by site inspections.

Feedback from stakeholder surveys.	40% of stakeholders - including students, parents, and staff - will respond that they "Agree" or "Strongly Agree" in response to the question "The school is a safe, clean, and positive place that nurtures learning.	50% of stakeholders - including students, parents, and staff - will respond that they "Agree" or "Strongly Agree" in response to the question "The school is a safe, clean, and positive place that nurtures learning.	60% of stakeholders - including students, parents, and staff - will respond that they "Agree" or "Strongly Agree" in response to the question "The school is a safe, clean, and positive place that nurtures learning.	65% of stakeholders - including students, parents, and staff - will respond that they "Agree" or "Strongly Agree" in response to the question "The school is a safe, clean, and positive place that nurtures learning.
------------------------------------	--	--	--	--

PLANNED ACTIONS / SERVICES

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

Action 1

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

Students to be Served All Students with Disabilities

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
75% of staff will participate in professional development regarding maintaining a culturally responsive environment, including effective practices for supporting students with learning/academic, behavioral, and/or emotional/mental health issues	85% of staff will participate in professional development regarding maintaining a culturally responsive environment, including effective practices for supporting students with learning/academic, behavioral, and/or emotional/mental health issues	90% of staff will participate in professional development regarding maintaining a culturally responsive environment, including effective practices for supporting students with learning/academic, behavioral, and/or emotional/mental health issues

BUDGETED EXPENDITURES

2017-18

Amount \$9581

Source Other

Budget Reference Budget references Mental Health allocation.

2018-19

Amount \$9581

Source Other

Budget Reference Budget references Mental Health allocation.

2019-20

Amount \$9581

Source Other

Budget Reference Budget references Mental Health allocation.

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

Maintain clean, safe and culturally responsive learning environment, as noted by site inspections.

2018-19

New Modified Unchanged

Maintain clean, safe and culturally responsive learning environment, as noted by site inspections.

2019-20

New Modified Unchanged

Maintain clean, safe and culturally responsive learning environment, as noted by site inspections.

BUDGETED EXPENDITURES

2017-18

Budget Reference [Note: No dollar amount shown here because it is the CU Charges are reflected/shown under Goal 1 (1.1)]

2018-19

Budget Reference [Note: No dollar amount shown here because it is the CU Charges are reflected/shown under Goal 1 (1.1)]

2019-20

Budget Reference [Note: No dollar amount shown here because it is the CU Charges are reflected/shown under Goal 1 (1.1)]

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

50% of stakeholders - including students, parents, and staff - will respond that they "Agree" or "Strongly Agree" in response to the question "The school is a safe, clean, and positive place that nurtures learning."

2018-19

New Modified Unchanged

60% of stakeholders - including students, parents, and staff - will respond that they "Agree" or "Strongly Agree" in response to the question "The school is a safe, clean, and positive place that nurtures learning."

2019-20

New Modified Unchanged

70% of stakeholders - including students, parents, and staff - will respond that they "Agree" or "Strongly Agree" in response to the question "The school is a safe, clean, and positive place that nurtures learning."

BUDGETED EXPENDITURES

2017-18

Amount \$0

2018-19

Amount \$0

2019-20

Amount \$0

Budget
Reference

EDCOE provides/covers cost of Survey
Monkey.

Budget
Reference

EDCOE provides/covers cost of Survey
Monkey.

Budget
Reference

EDCOE provides/covers cost of Survey
Monkey.

DRAFT

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 4

Involve parents, family, and community members as partners in the education of all students.

[State and/or Local Priorities Addressed by this goal:](#)

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

[Identified Need](#)

The involvement of stakeholders is critical to the success of any school - but even more so for our programs due to the unique nature of our student population(s), which includes many students who have enrolled after not being successful in a more traditional school model. Stakeholders need to both informed about and involved in the school if we are to be successful in meeting the students needs.

Although we have received positive feedback regarding our current information systems - e.g., student learning platform(s), Parent Link, our renovated website, eBlasts, and traditional mail - there is need for a strategic communication platform that is easier to use and manage, more responsive and flexible, and which encourages more two-way communication and/or participation, including providing multiple ways to communicate with families - e.g., email, text, and/or and phone app.

Stakeholder surveys need to be issued with fidelity a minimum of twice per year, with high participation rates, in order to gauge program success and provide critical information for making additional improvements.

[EXPECTED ANNUAL MEASURABLE OUTCOMES](#)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Fully implement a new webbased strategic communication platform that is easier to use and manage, more responsive and flexible, and which encourages more two-way communication and/or participation, including providing multiple ways to communicate	Currently there is no web-based strategic communication platform that is easy to use and manage, more responsive and flexible, and which encourages more two-way communication and/or participation, including providing multiple ways to communicate with families - e.g.,	Research and fully implement a web-based strategic communication platform that is easy to use and manage, more responsive and flexible, and which encourages more two-way communication and/or participation, including providing multiple ways to communicate	Send a minimum of 25 messages to families using a web-based strategic communication platform that is easy to use and manage, more responsive and flexible, and which encourages more two-way communication and/or participation, including providing multiple ways to communicate	Send a minimum of 30 messages to families using a web-based strategic communication platform that is easy to use and manage, more responsive and flexible, and which encourages more two-way communication and/or participation, including providing multiple ways to communicate

with families - e.g., email, text, and/or and phone app.	email, text, and/or and phone app.	with families - e.g., email, text, and/or and phone app. Send a minimum of 10 messages to families.	with families - e.g., email, text, and/or and phone app.	with families - e.g., email, text, and/or and phone app.
A majority of students, parents, and staff will participate in a beginning and end of the year stakeholder survey.	40% of students, parents, and staff participate in an end of the year stakeholder survey.	50% of students, parents, and staff will participate in a beginning and end of the year stakeholder survey.	55% of students, parents, and staff will participate in a beginning and end of the year stakeholder survey.	60% of students, parents, and staff will participate in a beginning and end of the year stakeholder survey.

PLANNED ACTIONS / SERVICES

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

Action 1

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

Students to be Served All Students with Disabilities

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

Research and fully implement a web-based strategic communication platform that is easy to use and manage,

Send a minimum of 25 messages to families using a web-based strategic communication platform that is easy

Send a minimum of 30 messages to families using a web-based strategic communication platform that is easy

more responsive and flexible, and which encourages more two-way communication and/or participation, including providing multiple ways to communicate with families - e.g., email, text, and/or and phone app.

to use and manage, more responsive and flexible, and which encourages more two-way communication and/or participation, including providing multiple ways to communicate with families - e.g., email, text, and/or and phone app.

to use and manage, more responsive and flexible, and which encourages more two-way communication and/or participation, including providing multiple ways to communicate with families - e.g., email, text, and/or and phone app.

BUDGETED EXPENDITURES

2017-18

Amount

Source

Budget Reference

2018-19

Amount

Source

Budget Reference

2019-20

Amount

Source

Budget Reference

Action **2**

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

Students to be Served All Students with Disabilities

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

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

Maintain Beehively website/maintenance services.

Maintain Beehively website/maintenance services.

Maintain Beehively website/maintenance services.

BUDGETED EXPENDITURES

2017-18

Amount

Source

Budget Reference

2018-19

Amount

Source

Budget Reference

2019-20

Amount

Source

Budget Reference

Action **3**

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

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: Charter University Prep; Charter Connections Academy 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

Desire to Learn (D2L) Learning Management System.

Desire to Learn (D2L) Learning Management System.

Desire to Learn (D2L) Learning Management System.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$12,600	Amount	\$12,600	Amount	\$12,600
Source	Base	Source	Base	Source	Base
Budget Reference	D2L	Budget Reference	D2L	Budget Reference	D2L

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	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
Maintain Parent Link communication system (EDCOE provides/pays for)	Maintain Parent Link communication system (EDCOE provides/pays for)	Maintain Parent Link communication system (EDCOE provides/pays for)

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Budget Reference (EDCOE provides/pays for)	Budget Reference (EDCOE provides/pays for)	Budget Reference (EDCOE provides/pays for)

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

Provide/budget for print, postage, and other associated costs.

2018-19

New Modified Unchanged

Provide/budget for print, postage, and other associated costs.

2019-20

New Modified Unchanged

Provide/budget for print, postage, and other associated costs.

BUDGETED EXPENDITURES

2017-18

Amount \$250

Source Base

Budget Reference Budget for print, postage, and other associated costs.

2018-19

Amount \$275

Source Base

Budget Reference Budget for print, postage, and other associated costs.

2019-20

Amount \$300

Source Base

Budget Reference Budget for print, postage, and other associated costs.

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year 2017-18 2018-19 2019-20

Estimated Supplemental and Concentration Grant Funds: \$661,253

Percentage to Increase or Improve Services: 0%

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](#)).

Charter Community School and Home Study Academy already utilizes 100% of Supplemental and Concentration dollars for serving unduplicated pupils as described. The funds expended from Supplemental and Concentration funding align with the goals of the LCAP. Funds are used to maintain the increased certificated and other instructional staff needed to meet the learning/behavioral needs of these students. Funds may also be used to pay for increased intervention services, professional development, and programs/services to increase student and parent engagement in alignment with LCAP goals.

DRAFT

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.

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.

DRAFT

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?