

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Charter Alternative Program (CAP)

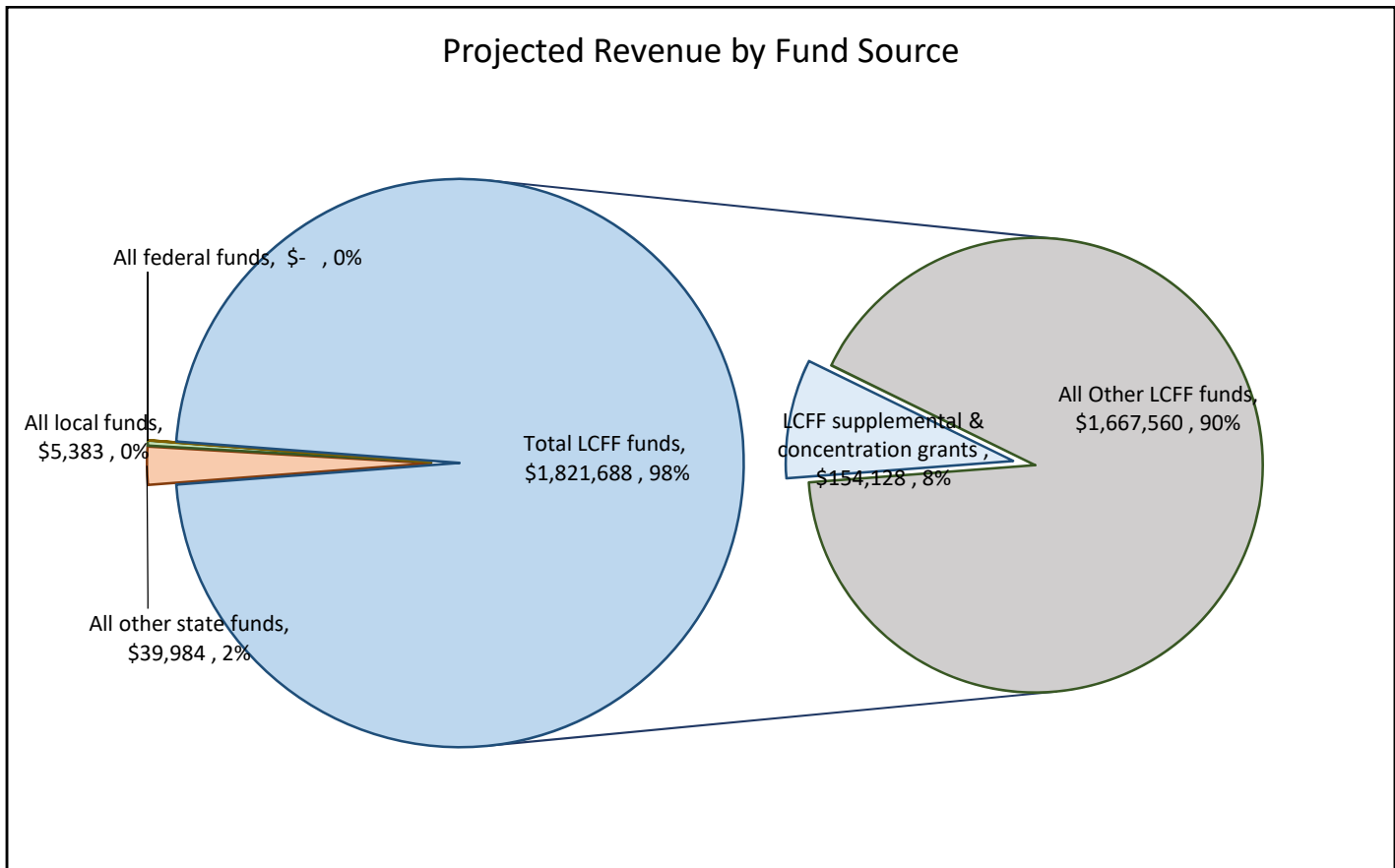
CDS Code: 09-10090-0123521

Local Control and Accountability Plan (LCAP) Year: 2019-20

LEA contact information: David Publicover (530) 295-2257 dpublicover@edcoe.org

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2019-20 LCAP Year

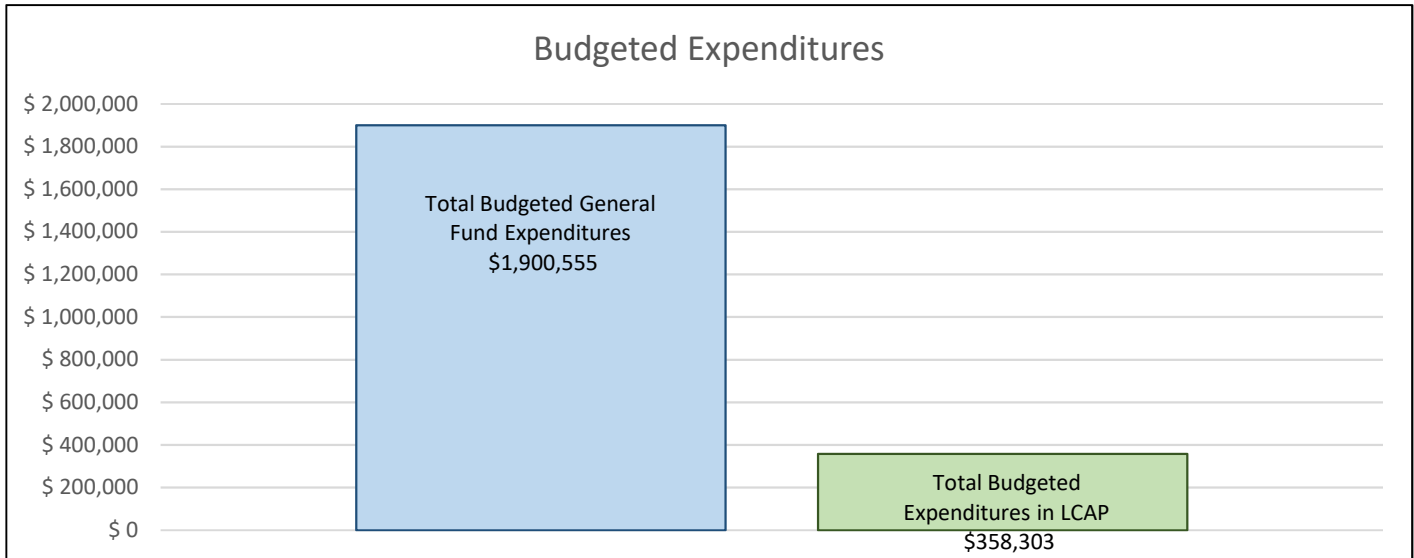


This chart shows the total general purpose revenue Charter Alternative Program (CAP) expects to receive in the coming year from all sources.

The total revenue projected for Charter Alternative Program (CAP) is \$1,867,055.00, of which \$1,821,688.00 is Local Control Funding Formula (LCFF), \$39,984.00 is other state funds, \$5,383.00 is local funds, and \$0.00 is federal funds. Of the \$1,821,688.00 in LCFF Funds, \$154,128.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Charter Alternative Program (CAP) plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Charter Alternative Program (CAP) plans to spend \$1,900,555.00 for the 2019-20 school year. Of that amount, \$358,303.00 is tied to actions/services in the LCAP and \$1,542,252.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

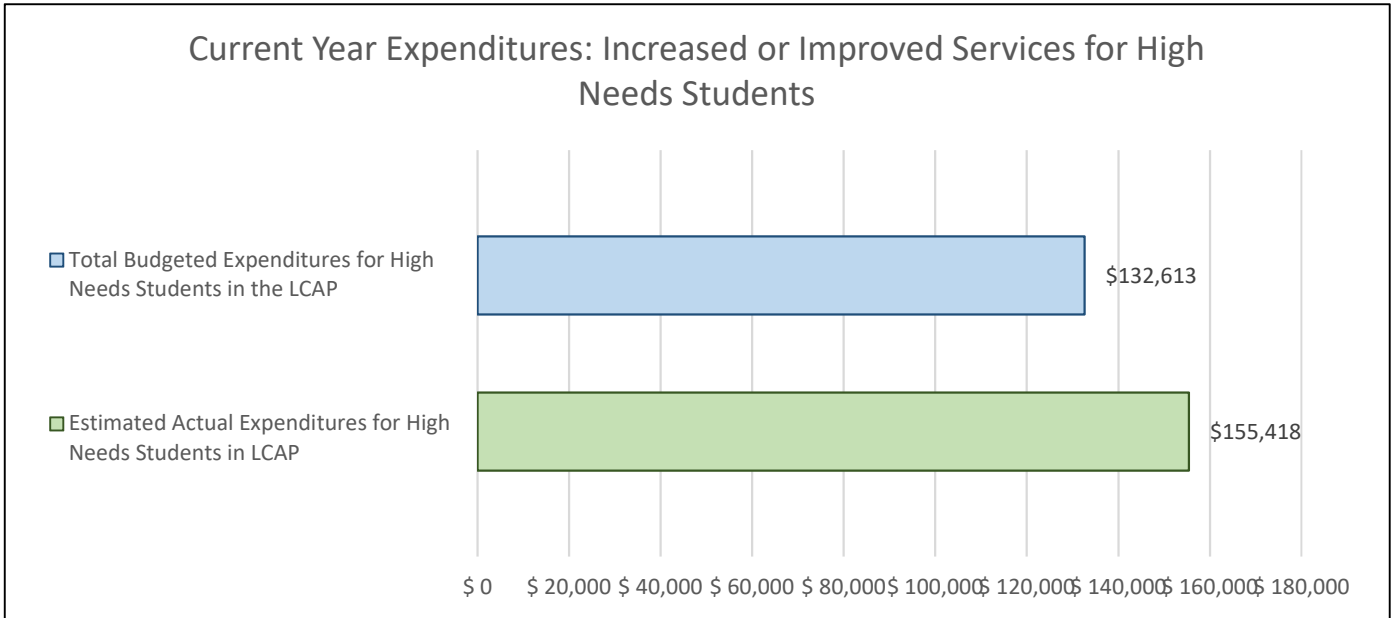
General Fund Budget Expenditures for charter schools operated by this county office are included in the amount specified, but not in this LCAP. The balance of the difference include expenditures of Federal, other State, or local funds.

Increased or Improved Services for High Needs Students in 2019-20

In 2019-20, Charter Alternative Program (CAP) is projecting it will receive \$154,128.00 based on the enrollment of foster youth, English learner, and low-income students. Charter Alternative Program (CAP) must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Charter Alternative Program (CAP) plans to spend \$154,128.00 on actions to meet this requirement.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2018-19



This chart compares what Charter Alternative Program (CAP) budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Charter Alternative Program (CAP) estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, Charter Alternative Program (CAP)'s LCAP budgeted \$132,613.00 for planned actions to increase or improve services for high needs students. Charter Alternative Program (CAP) estimates that it will actually spend \$155,418.00 for actions to increase or improve services for high needs students in 2018-19.

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

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

LEA Name	Contact Name and Title	Email and Phone
Charter Alternative Program (CAP)	David Publicover Executive Director	dpublicover@edcoe.org 530-622-7130

2017-20 Plan Summary

The Story

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.

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), as 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 vocational or career readiness education.

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. Our programs serve students in grades K-12, as well as adults through our Adult Education programs.

The Alternative Charter Programs covered in this LCAP include:

- Charter Alternative Program (K-8) (also called the Charter Home Study Academy K-8)

Generally, parents considering the option of home school early in the school year are actively choosing home school as a good fit for their child's needs. As the year progresses, parents and students are more likely to make the decision to home school in reaction to something that has happened to, or not happened for, their child. These parents and students tend to see themselves without options in our rural county and decide to home school because they hope it will provide a better alternative, whether or not it seems to be a good fit for them or their child. Thus, as the school year progresses, students tend to come to us academically weaker, some more battered emotionally, and often with less family resources to support them in their home school undertaking.

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 Statement for Charter Alternative Program (Charter Home Study Academy K-8) reflects the program's priorities:

Charter Home Study Academy K-8 supports and invests in families who choose to be active participants in their children's education. Staff, students, and their families use a team approach to recognize, encourage, and develop individual potential as a limitless resource. We build foundational skills, empowering students to find solutions and adapt to the challenges of an ever-changing world. Together we educate the whole child in an inspiring and nurturing environment where students have an opportunity to flourish.

LCAP Highlights

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

Our 2017-20 LCAP for Charter Alternative Program 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.

LCAP highlights 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., continued use of the Pathways LMS and the continued implementation of Parent Square, Google Classroom.
- Providing professional development for staff to provide 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.
- Providing targeted professional development to improve outcomes in all LCAP goal areas.

Although we have expanded the amount of direct instruction being provided for our students over the years on top of the one on one caseload meetings between teachers and students/parents, as well as adopted new state approved 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. Finally, we will provide professional development 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.

To reach our goals, our LCAP plan address the need to continue implementation of 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. This will include ongoing professional development, 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.

Great progress has been made in meeting our LCAP Goal 4 with regard to expanding outreach to, and the participation of, stakeholders. This is critical to the success of all schools since an effective program relies on close ties with students and families. This includes informing and engaging stakeholders, 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 Development Department (Curriculum, Instruction, and Accountability) 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 California School Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

CAP qualifies as an alternative school by definition and therefore, traditional measurements can be skewed due to the collective data from all of our programs. Our students come from various backgrounds that contribute to behavior and academic shortfalls. It has been a focus to regularly collect progress data using local assessment tools such as CAASP results (when available), student work, teacher observations, and NWEA MAP assessments, in addition to the Dashboard. 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. We are completing our second year of implementing the NWEA MAP assessment tool. CHSA teachers will continue to be trained in using NWEA effectively in conjunction with the effective ongoing implementation of recently adopted, state approved ELA and math materials. The programs have seen positive progress and success in implementing and meeting our overall LCAP goals.

As CAP is an alternative or "DASS" school, the first time that we were able to see our performance on the California Dashboard was in the fall of 2018. According to indicators on the California Dashboard, CAP is performing at the Green level for Chronic Absenteeism for our white student group and Blue on the Suspension Rate Indicator for our All Students, Socioeconomically disadvantaged, Hispanic, and White student groups. In the area of English/Language Arts, the All Students and White student groups are performing at the green level.

The program is very proud of its overall progress and success in meeting our overall LCAP goals. Students are provided with a high quality educational program that provides far more direct instruction than comparable independent study programs through our two-day per week instructional model. The direct instruction is provided on top of traditional independent study caseload meetings with fully credentialed teachers. 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.

Positive progress has also been made in the area of curriculum. Standards aligned ELA and math materials have been purchased and continue to be embedded into our hybrid independent study model. This includes providing professional development activities for staff as well as providing training for parents, who often serve as their student's primary instructional guide as homeschooling parents. The program recently implemented a new English Language Arts curriculum for K-5 students, supported by the teachers who are providing parents with continual coaching on how to implement the various components of the curriculum.

Another area of success continues to be in the area of Goal 1.2, with an emphasis continuing to be 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 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. Staff participated in professional development opportunities, including conferences, off-site trainings, and/or EDCOE offered training. 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 since state approved materials are generally designed for seat-based, five day per week instructional models. As such, staff continue to work to find the most effective way to implement and supplement those adoptions - both in terms of covering the appropriate material and skill with limited direct instructional time, while ensuring that the instruction represents best practices in terms of student engagement and critical thinking.

We continue to invest heavily in instructional technology to ensure all students are equipped with the digital tools necessary to meet state standards, engage students, improve communication, and develop 21st Century learning skills. We continue to invest in online learning platforms and curriculum components - particularly to support ELA and math success, independent study, and stakeholder communication. New computer systems continue to be purchased as needed to help meet this LCAP goal area, including adding 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.

All of our programs have made it a priority to provide additional support and training to better meet the mental health needs of students. Professional development is being more actively implemented to inform and provide support for staff and stakeholders about the best practices to support these students. Additional training is being provided for staff through consultants, workshops, and conferences. Beginning with the 2019-20 school year, each program will contract with a mental health counselor who will remain on campus and be available to students during school hours.

Through inspections, maintenance, and site improvements, we continue to improve in maintaining a clean, safe and culturally responsive learning environment. Staff receive ongoing training for Emergency Communications and drills. A new communication system was approved to expand to all campuses and is in the process of implementation. Security cameras were upgraded to encourage safe practices by students, as well as to ensure certain knowledge and resolution of unsafe events.

Great progress has been made in the area of Goal 4 - Involving parents, family, staff, and community members as partners in the education of all students. The stakeholder communication tool/platform Parent Square has been successfully implemented, and messages and reminders are

now regularly sent to families. Families subscribe to Parent Square to receive messages via email and text. The content of these messages includes happenings and event information and also highlights of class activities. Stakeholders have responded very positively to the increased communication. This fall, 84.29% of parents reported as either Strongly Agreeing or Agreeing that 'Programs communicate with families through a variety of methods.' Stakeholders are now surveyed at the beginning and end of each school year regarding various quality indicators for each program, and those results will continue to be used in developing program goals and areas of focus. A minimum of 20 messages were sent to families using a web-based strategic communication platform that is easy to use and manage, is more responsive and flexible, and which encourages more two-way communication and/or participation using email, text, and/or and phone app.

Our stakeholder surveys reflect a very high degree of satisfaction and connection with the program, including the positive instructional program, connection with caring and competent staff, and a safe and positive school culture. This fall, 81.43% of parents reported as either Strongly Agreeing or Agreeing that 'The school is safe, clean, and positive place that nurtures learning'; 87.14% of parents reported as either Strongly Agreeing or Agreeing that 'Programs welcome parents to be partners in their child's education'; and '84.29% of parents reported as either Strongly Agreeing or Agreeing that 'School staff care about the success of students.' Stakeholders will continue to be surveyed at the beginning and end of each 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 California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

CAP qualifies as an alternative school by definition and therefore, we just received information on the DASS Dashboard in Fall of 2018. The Dashboard indicates that our students perform at the Orange level in Mathematics. If we look deeper into our performance using other measures, we find that

traditional measurements can be skewed due to the collective data from all of our programs. Our students come from various backgrounds that contribute to behavior and academic shortfalls. It has been a focus to regularly collect progress data using local assessment tools such as CAASP results (when available), student work, teacher observations, and NWEA MAP assessments, in addition to the Dashboard. 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 We are completing our second year of implementing the NWEA MAP assessment tool. CAP teachers will continue to be trained in using NWEA effectively in conjunction with the effective ongoing implementation of recently adopted, state approved ELA and math materials. Upon review of available data, we have identified the following as the areas of greatest need, which have also been summarized in our WASC mid-term report in 2018:

- Further develop and implement a system of comprehensive assessment for ELA and math to gauge student mastery of learning objectives and to guide instruction.

- Further develop resources for staff to meet new State Standards, including ongoing professional development in core academic areas.
- Continue to enhance 21st Century learning capacity.
- Continue to expand direct communication with all stakeholders that is timely and regular.
- Continue to explore avenues for meeting the mental and emotional needs of students.

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

Performance Gaps

Because CAP qualifies as an alternative school by definition, our performance on the DASS Dashboard was released for the first time in the Fall of 2018. Reviewing the Dashboard, we see that there are no areas where a student group falls two or more performance levels below the "all student" performance. We are very focused on the performance of all groups in our school. We have found that traditional measurements can be skewed due to the collective data from all of our programs. Our students come from various backgrounds that contribute to behavior and academic shortfalls. It has been a focus to regularly collect progress data using local assessment tools such as CAASPP results (when available), student work, teacher observations, and NWEA MAP assessments, in addition to the DASS. 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. We are completing our 2nd year of implementing the NWEA MAP assessment tool. CAP (CHSA) teachers will continue to be trained in using NWEA effectively in conjunction with the effective ongoing implementation of recently adopted, state approved ELA and math materials. Instructional staff will be provided with professional learning on how to deliver effective, engaging, relevant and meaningful ELA and math instruction that aligns with CCSS. A great area of challenge remains meeting students’ educational needs, given the limited amount of teacher-led instructional time in an independent study program.

Comprehensive Support and Improvement

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

Schools Identified

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

Our program is designated as a charter school and is not identified for CSI

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 1

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

State and/or Local Priorities addressed by this goal:

- State Priorities:
- Priority 1: Basic (Conditions of Learning)
 - Priority 2: State Standards (Conditions of Learning)
 - Priority 3: Parental Involvement (Engagement)
 - Priority 4: Pupil Achievement (Pupil Outcomes)
 - Priority 6: School Climate (Engagement)
 - Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

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

18-19

100% of teachers will be credentialed and properly assigned in the subject areas and for the grade-levels they are teaching.

Baseline

100% of teachers will be credentialed and properly assigned in the subject areas and for the grade-levels they are teaching.

Metric/Indicator

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

18-19

Actual

100% of teachers are credentialed and properly assigned in the subject areas and for the grade-levels they are teaching.

Students were provided standards-aligned instructional materials, including NGSS.

Expected

100% of students will be provided standards-aligned instructional materials, including NGSS when the materials become available and when they have been researched and piloted.

Baseline

100% of students will be provided standards-aligned instructional materials, including NGSS

Metric/Indicator

Facilities will be maintained in good repair by EDCOE as evidenced by facility inspection reports.

18-19

Facilities will be maintained in good repair by EDCOE as evidenced by facility inspection reports.

Baseline

Facilities will be maintained in good repair by EDCOE as evidenced by facility inspection reports.

Metric/Indicator

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.

18-19

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.

Baseline

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.

Metric/Indicator

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.

18-19

Actual

Facilities were 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 are a 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

Students enrolled in our programs benefited from a staff-to-pupil ratio of roughly 20 to 1, which is significantly lower than county or state averages.

Expected

Actual

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.

Baseline

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.

Metric/Indicator

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.

18-19

100% 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.

Baseline

100% 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.

Metric/Indicator

A research-based ELD Program that includes pre and post assessments to determine progress in learning English will be provided for all ELD students.

18-19

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.

Baseline

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.

All students were 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.

A research-based ELD Program that includes pre and post assessments to determine progress in learning English was provided for all ELD students.

Actions / Services

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

Action 1

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

Maintain approximately a 20 to 1 student to teacher ratio to meet student needs.

Maintained approximately a 20 to 1 student to teacher ratio to meet student needs

Supplemental and Concentration 132613

Supplemental and Concentration 155418

Action 2

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

Actual Actions/Services
All teachers were be credentialed and properly assigned in the subject areas and for the grade-levels they are teaching.

Budgeted Expenditures
0

Estimated Actual Expenditures
0

Action 3

Planned Actions/Services
100% of students will be provided standards-aligned instructional materials, including NGSS when the materials become available and when they have been researched and piloted.

Actual Actions/Services
100% of students were provided standards-aligned instructional materials, including NGSS when the materials became available, and were researched and piloted.

Budgeted Expenditures
Base 53,005

Estimated Actual Expenditures
Base 26361

Action 4

Planned Actions/Services
Facilities will be maintained in good repair.

Actual Actions/Services
Facilities were maintained in good repair.

Budgeted Expenditures
CU Charges Base 114,407

Estimated Actual Expenditures
Base 125508

Action 5

Planned Actions/Services
Professional development opportunities for teachers, administrators, & support staff on the new State Standards and associated instructional changes

Actual Actions/Services
Professional development opportunities for teachers, administrators, & support staff on the new State Standards and associated instructional changes

Budgeted Expenditures
Base 5000

Estimated Actual Expenditures
Base 2479

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.

and strategies were 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.

Action 6

Planned Actions/Services

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.

Actual Actions/Services

All students were 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

Includes instructional technology and online licensing. Base 10441

Estimated Actual Expenditures

Includes instructional technology and online licensing Base 23119

Action 7

Planned Actions/Services

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.

Actual Actions/Services

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

Budgeted Expenditures

All Title III ELD monies available to CAP. Title III 294

NWEA licenses. Base 2295

Estimated Actual Expenditures

All Title III ELD monies available to CAP. Title III 0

NWEA licenses. Base 1958

Action 8

Planned Actions/Services

Provide tutoring and support services for at-risk students, including those who are socio-economically disadvantaged, foster youth, and EL students.

Actual Actions/Services

Provided tutoring and support services for at-risk students, including those who are socio-economically disadvantaged, foster youth, and EL students.

Budgeted Expenditures

0

Estimated Actual Expenditures

0

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.

- 1.1: Maintain approximately a 20 to 1 student to teacher ratio to meet student needs: Expenditures are higher due to increases in staffing costs - e.g., salary, benefits, and employer-paid contributions to retirement systems.
- 1.2: All teachers will be credentialed and properly assigned in the subject areas and for the grade-levels they are teaching: Expenditures are lower because all staff are credentialed and properly assigned.
- 1.3: Students will be provided standards-aligned instructional materials, including NGSS: Expenditures were lower due to no new adoptions necessitating the purchase of new materials.
- 1.4: Facilities will be maintained in good repair: Expenditures are higher due to increases in costs associated with facilities - e.g., salary, benefits, and employer-paid contributions to retirement systems.
- 1.5: Professional development opportunities for teachers: Expenditures are lower because staff did not attend one or two main conferences this year because they were out of the area/region. Expenses were lower because teachers/staff participated in local professional development opportunities, including those provided by EDCOE.
- 1.6: All students will be provided with the digital tools necessary... : Expenditures are higher due to increases in costs associated with, as well as additional investments in, technology/21st Century Learning tools.
- 1.8: Provide tutoring and support services for at-risk students: Tutoring is covered by outside funding sources.

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

The program effectively provided a quality education that ensures college and career readiness in the 21st Century through successfully implementing all outcome goals. A low teacher to student ratio and properly credentialed and assigned teachers provided a basis for ensuring a quality education. Standards-aligned instructional materials have and continue to be purchased as they become available and once they are successfully piloted. For the 2018-19 school year, we did not have to spend as much as planned due to no new adoptions. Staff have participated in NGSS professional development, and those materials will be purchased when they become available and after piloting. Staff continue to participate in professional development in ELA, math (including through the Rural Professional Learning Network focused on mathematics), supporting student mental health, and EL students. The NWEA MAP assessment tool was used multiple times this year to provide initial and ongoing assessment and feedback for staff and parents. Facilities have been maintained in good condition. The facility is old; however, EDCOE continues to work with our partnering district to ensure that all areas of grounds and maintenance are well taken care of. New instructional technology, computer/network systems, and online curriculum continue to be purchased to develop 21st Century learning skills and to be prepared to participate in state assessments.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

- 1.1: Maintain approximately a 20 to 1 student to teacher ratio to meet student needs: Expenditures are higher due to increases in staffing costs - e.g., salary, benefits, and employer-paid contributions to retirement systems.
- 1.2: All teachers will be credentialed and properly assigned in the subject areas and for the grade-levels they are teaching: Expenditures are lower because all staff are credentialed and properly assigned.
- 1.3: Students will be provided standards-aligned instructional materials, including NGSS: Expenditures were higher due to additional and/or more expensive materials being purchased.
- 1.4: Facilities will be maintained in good repair: Expenditures are higher due to increases in costs associated with facilities - e.g., salary, benefits, and employer-paid contributions to retirement systems.
- 1.5: Professional development opportunities for teachers: Expenditures are lower because staff did not attend one or two main conferences this year because they were out of the area/region. Expenses were lower because teachers/staff participated in local professional development opportunities, including those provided by EDCOE.
- 1.6: All students will be provided with the digital tools necessary... : Expenditures are higher due to increases in costs associated with, as well as additional investments in, technology/21st Century Learning tools.
- 1.8: Provide tutoring and support services for at-risk students: Expenditures are lower because tutoring needs were provided within normal staffing charges.

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.

No changes were made to this goal.

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 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 Priorities: Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

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.

18-19

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.

Actual

Staff participated 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.

Expected

Actual

Baseline

75% 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.

Actions / Services

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

Action 1

Planned
Actions/Services

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.

Actual
Actions/Services

90% of staff participated in professional development for implementing highly effective, research-based instructional and behavioral strategies for high risk students that supported academic achievement, student engagement, college and career readiness, and the transition into continuing education and/or employment opportunities.

Budgeted
Expenditures

Professional development, including conferences, workshops, and on-site PLCs.
Base \$10,000

Estimated Actual
Expenditures

Base \$2479.00

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.

DASS data just became available in Fall of 2018 and this data was reviewed with staff and parents. We found that the DASS data aligned with our local measures in many ways. As a result, local assessment measures and observations were used to assess student progress.

CAP staff has participated in a variety of professional development activities to ensure an innovative and engaging education that meets the diverse learning needs of all students. This has included professional development on implementing highly effective, research-based instructional and behavioral strategies for high risk students that support academic achievement, student engagement, and student mental health. Since low-income English learners and Foster Youth students arrive with greater emotional needs, we have made it a goal to improve support for students who may struggle in this area - e.g., those with additional learning/academic challenges and those who may enroll with us, in part, due to stress, anxiety, and/or other mental health related issues. Professional development continues to 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. Discipline issues remain exceptionally low, and there were zero expulsions.

CAP uses staff meetings and time during the month for professional development, while also participating in EDCOE-provided professional development on a variety of topics supporting high risk youth. Staff have attended annual conferences and workshops which support these efforts, as well as the mission of the program. In addition to the required annual trainings for Mandated Reporter, Epi-Pen, diabetes, and asthma, trainings/conferences completed recently include:

For Curriculum and Instruction:

Pivot Rural Professional Learning Network (Math - Growth Mindset)

Professional Learning Communities

Google Apps for Education

Most recent ELA/ELD Framework

NGSS

Dreambox (online math resource) training

CAASPP/SBAC

Step up to Writing

Teaching with Creativity to Maximize Student Engagement

New Social Studies Framework

CA Science Teacher's Conference

Advanced Google Academy
Interim Assessments/Digital Library
NWEA-MAP
County-wide ELA Curriculum implementation
County-wide math Curriculum implementation
Health and Safety/School Culture
Love and Logic
Safety Drills, including Shelter-in-place & lockdown
CPI
CA Charter School Conference
CA Consortium for Independent Study

(From Goal 1): Professional development opportunities for teachers, administrators, & support staff on the new State Standards and associated instructional changes and strategies was 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.
The CHSA administrator and a lead teacher are participating in the Pivot Rural Professional Learning Network: A two year program in which administrators throughout the County meet, train, educate, collaborate, and generate improvement in mathematics instructional delivery and analysis of achievement data, with an emphasis on fostering a Growth Mindset (much is also applicable to ELA).

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
In our fall stakeholder survey, several questions align with, and provided supportive evidence, for efforts on Goal 2:
86.8% of students and 88.6% of parents agree with the statement that the program "Offers a Variety of High-Quality Education Programs."

97.4% of students and 97.1% of parents agree with the statement that the program "The School is a Safe, Clean, and Positive Place that Nurtures Learning."
92.1% of students and 88.6% of parents agree with the statement that the "Programs Provide Innovative & Engaging Educational Elements."
97.4% of students and 100% of parents agree with the statement that the "Programs Communicate with Families through a Variety of Methods."
86.8% of students and 100% of parents agree with the statement that the "Programs Welcome Parents to be Partners in their Child's Education."
89.5% of students and 94.3% of parents agree with the statement that the "Students are Involved in Challenging and Relevant Learning Experiences."
92.1% of students and 97.1% of parents agree with the statement that the "School Staff Care about the Success of Students."
84.2% of students and 71.4% of parents agree with the statement that the "All Students are Provided a Quality Education that Ensures College & Career Readiness in the 21st Century."

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Expenditures were lower than anticipated because staff did not attend a major conference(s) this year due to it/them being held out of the region, which would have greatly increased costs for participation. Additionally, expenses were reduced by having staff participate in local professional development, including training provided by EDCOE.

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.

No changes were made.

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 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 Priorities: Priority 1: Basic (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator
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.

18-19
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.

Baseline
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.

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

Actual

Provided 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

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

Expected

Actual

18-19

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

Baseline

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

Metric/Indicator

Feedback from stakeholder surveys.

18-19

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."

Baseline

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."

Distributed surveys to stakeholders. Changes are continuously being implemented based on the analysis of the surveys.

Actions / Services

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

Action 1

Planned
Actions/Services

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.

Actual
Actions/Services

80% of staff participated in professional development for maintaining a culturally responsive environment, including effective practices for supporting students with learning/academic, behavioral, and/or emotional/mental health issues.

Budgeted
Expenditures

Professional development. Base
10000

Estimated Actual
Expenditures

Professional development Base
1240.00

Action 2

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

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

Maintained a clean, safe and culturally responsive learning environment, as noted by site inspections. Staff receive ongoing training for Emergency Communications and drills. A new communication system was approved to expand to all campuses and is in the process of implementation. Security cameras were upgraded to encourage safe practices by students, as well as to ensure certain knowledge and resolution of unsafe events.

CU Charges Base \$141,466

CU Charges - cost accounted for in Goal 1, Action 4 Base

Action 3

Planned
Actions/Services

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."

Actual
Actions/Services

60% of stakeholders - including students, parents, and staff - responded 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

EDCOE provides/covers cost of Survey Monkey. \$0

Estimated Actual
Expenditures

EDCOE provides/covers cost of Survey Monkey 0

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.

3.1: Staff participated in a variety of professional development activities that included developing and maintaining a culturally responsive environment, as well as effective practices for supporting students with learning/academic, behavioral, and/or emotional/mental health issues.

3.2: As described, the site was maintained in good order, as noted by site inspections.

3.3: Survey Monkey was used to query all stakeholders on a number of quality school indicators. In addition to being given annually in the fall beginning in 2017, the most recent data available, survey will now be given annually in the spring as well.

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

3.1: The professional development activities were effective and helpful as reported by staff; however, sustained efforts are needed in this area due to the increasing numbers of students experiencing mental health issues, including many who enroll throughout the year after struggling in comprehensive school settings.

3.2: The site is maintained in good order, the grounds are well cared for, and issues are resolved quickly through a clear work order submission/approval process.

3.3: A fall survey demonstrated that overall, 76% of stakeholders agree the school is a safe, clean, and positive place that nurtures learning (81% of parents, 75% of staff, & 71% of students).

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

3.1: Expenditures were lower than anticipated because staff did not attend a major conference(s) this year due to it/them being held out of the region, which would have greatly increased costs for participation. Additionally, expenses were reduced by having staff participate in local professional development, including training provided by EDCOE.

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.

No changes made.

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 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 Priorities: Priority 3: Parental Involvement (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

Fully implement a new web-based 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.

18-19

Send a minimum of 20 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.

Baseline

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., email, text, and/or and phone app.

Actual

Fully implemented a new web-based 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.

Expected

Metric/Indicator

A majority of students, parents, and staff will participate in a beginning and end of the year stakeholder survey.

18-19

55% of students, parents, and staff will participate in a beginning and end of the year stakeholder survey.

Baseline

40% of students, parents, and staff participate in an end of the year stakeholder survey.

Actual

The majority of students, parents, and staff participated in a beginning and end of the year stakeholder survey.

Actions / Services

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

Action 1

Planned Actions/Services

Send a minimum of 20 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 phone app.

Actual

Actions/Services

A minimum of 20 messages were sent to families using a web-based strategic communication platform that is easy to use and manage, is more responsive and flexible, and which encourages more two-way communication and/or participation. This platform provides multiple ways to communicate with families - e.g., email, text, and/or phone app.

Budgeted Expenditures

Parent Square or similar; budgeted at \$4.50/student. Base 707

Estimated Actual Expenditures

Parent Square (or similar) Base 690

Action 2

Planned Actions/Services

Maintain Beehively website/maintenance services.

Actual

Actions/Services

Maintained the Beehively website/maintenance services.

Budgeted Expenditures

Beehively monthly fee. Base 671

Estimated Actual Expenditures

Beehively Fees Base 1712

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain use of the Pathways Learning management system.	Maintained the use of the Pathways Learning management system.	Pathways Learning Management Learning System budgeted at \$3/student/months (x12) + \$2,800 annual fee. Base \$9,800	Pathways Learning Management System costs Base 10,000

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain Parent Link communication system (EDCOE provides/pays for)	Implemented ParentSquare to provide a user-friendly, comprehensive communication method to reach all stakeholders and which allows for stakeholder instant feedback.	(EDCOE provides/pays for) \$0	Parent Link 0

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide/budget for print, postage, and other associated costs.	Provided and budgeted for print, postage, and other associated costs.	Budget for print, postage, and other associated costs. Base \$275	Base 4400

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.

4.1: The goal of increasing the involvement of parents, family, and community members as partners in the education of all students has made positive gains this year. In addition to our Beehively website, to which stakeholders can subscribe, EDCOE's ParentLink emergency communications platform, and the Pathways online learning/student management platform (Goal 4.1b, 4.1d, 4.1c), have been successfully implementing the Parent Square communication platform to provide more frequent, timely, and responsive two-way communications with stakeholders through selective or group text, email, & phone services.

4.2: We successfully piloted a 14 question survey in 2018 with stakeholders regarding quality school indicators. Though the Survey Monkey web platform provided some challenges with regard to dis-aggregating the data, we have created a work-around using spreadsheets. The resulting/updated survey was successfully given for the second time in the fall, and it will be given again in the

spring. We will then have overall and disaggregated data on all 14 quality indicators by program and/or for all programs, with breakout data by each stakeholder group - i.e., Parents, Students, Staff, & Community Members. A majority of students, parents, and staff have and will participate in a beginning and end of the year stakeholder survey.

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

As described above, the actions undertaken to implement Goals 4.1 & 4.2 have been highly effective. Stakeholders provide meaningful data using a standard set of quality indicator questions at the beginning and end of the year, providing comparative data for programs and by stakeholder subgroups over time. This information is being used by our School Site Council and program staff to gain valuable feedback, which is in turn analyzed as the basis for planning program improvements to respond to stakeholder feedback.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The only material difference that occurred was related to Action 5. The photocopying costs this year exceeded our planned expenditures by about \$3000. This was due to the increased need for copies due to new curriculum being implemented to supplement our program that did not have a pre-printed textbook for students.

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

No changes were made.

Stakeholder Engagement

LCAP Year: 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 collaborates with stakeholders in an ongoing cycle throughout the year as part of our process of planning, implementation, and evaluation of educational programs and services to develop the Local Control Accountability Plan (LCAP). Parents, community members, pupils, staff, and other stakeholders are actively involved and engaged in the development, review, and implementation of our LCAP – particularly through our all-program School Site Council which incorporates input from students, staff, and parents.

When the initial shift to LCFF/LCAP was in process, stakeholders were brought together early in the process, with our School Site Council serving as the representative body for all programs, to hear about the new state 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 were provided with time to answer questions about the changes under LCFF and LCAP and to provide input and feedback as goals were developed together and reviewed for all state priority areas, including services for English Language Learners (ELL), expelled/at-risk youth, and Foster Youth.

Direct stakeholder input for needs assessment using School Site Council was supplemented by using our new 14 question stakeholder survey on quality school indicators, as well as during discussions with staff, students, parents, and community members. Our new stakeholder survey is given at the beginning and end of the year to provide ongoing, comparative data. 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 includes Client Roundtables for each program and meetings with parent groups. Both our Site Council and the El Dorado County Office of Education School Board approve our LCAPs.

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 the annual process. Discussions and data related to student and program performance measures focus 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, stakeholder surveys, and the program's vision and mission.

The involvement of stakeholders is instrumental in helping to determine program-specific goals and actions. Through direct feedback, as well as indirect feedback from other methods, we are able to identify the greatest areas of need and plan accordingly. As a result, we are proactive in ensuring that our sites are equipped with resources needed for student success, including adopting and implementing new state approved instructional materials, providing extensive professional development, teaching methods that focus on all students being successful in their pursuit of college or vocational work, and in life.

LCAP presented at a public hearing for public review and comment: June 4, 2019
LCAP accepted by the El Dorado County Board of Education: June 11, 2019

LCAP presented at Site Council for review and comments: October 4, 2018
LCAP unanimously approved by Site Council: October 4, 2018

LCAP reviewed and discussed at Site Council February 14, 2019 with a focus on the Wellness Plan, Stakeholder communications, and additional safety provisions that will be implemented.
LCAP The Comprehensive School Safety Plan was reviewed and approved by Site Council: February 14, 2019

Impact on LCAP and Annual Update

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

Multi-year professional development plans continue to be further developed to maximize effectiveness, and all stakeholders agree that professional development is a key in meeting our LCAP goals. Professional development plans are aligned across, and articulated between, programs, which strengthens outcomes in a number of ways. 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 training, and/or EDCOE-offered training. Staff may also access and utilize EDCOE Expert Teachers, who provide direct support to instructional staff on implementing state standards in classrooms.

Several changes have been made, modified, or continued in the prior LCAP planning cycle as a result of stakeholder feedback. In particular, the following areas have been given priority for the upcoming LCAP cycle:

Instruction, Curriculum, and Professional Development:

Instructional Effectiveness:

Math:

- Pivot (math): Participation in Pivot Rural Professional Learning Network: A two year program where administrators throughout the County meet, train, educate, collaborate, and generate improvement in instructional delivery and analysis of achievement data, with an emphasis on fostering a Growth Mindset (much is applicable to ELA).
- Ongoing professional development will be provided to support newly adopted materials and to meet state standards.

ELA:

- Ongoing professional development will be provided to support newly adopted materials and to meet state standards.

Assessment:

- Our programs are increasingly relying on instructional technology to provide quick and accurate assessments for current and incoming students. We are successfully implementing the NWEA MAP tool this year, and staff are using it to assess incoming students, as well as to assess and modify instructional plans based on individual and class level reports.

NGSS:

- Additional professional development will continue to be provided.

21st Century Learning:

- Instructional technology upgrades will continue to enhance and improve our ability to meet state standards by improving access to content, student engagement, and communication.
- We will continue to enhance our web-based, learning management systems/student learning portal(s), including upgrading to the Edgenuity platform (CCA/CUP/CCP) and supporting the use of Google Classroom at CAP. The online platforms support and enhance the quality of our independent study program(s) - providing improved content, access, and communication.

Mental Health Support for Students:

- One concerning trend has been the steady increase of students enrolling as a result of, and/or struggling with, a wide range of mental health related issues, including but not limited to anxiety, depression, and phobias. We are very aware that at-risk students in general - including Foster Youth, McKinney-Vento students, and those with special needs - tend to arrive with greater emotional needs, so we have made it a priority to provide additional support and training to better meet those students' needs. Professional development is being more actively implemented to inform and provide support for staff and stakeholders about the best practices to support these students. Additional training is being provided for staff through

consultants, workshops, and conferences. Beginning with the 2019-20 school year, each program will contract with a mental health counselor who will remain on campus and be available to students during school hours.

Additional Support for SpEd Students:

- Numbers have increased, so we have doubled SpEd staffing.

Stakeholder Engagement/Communications:

- Implementation of ParentSquare
- EDCOE pilot of Catapult emergency communication platform

Goals, Actions, & Services

Strategic Planning Details and Accountability
 Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

Unchanged Goal

Goal 1

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

State and/or Local Priorities addressed by this goal:

- State Priorities:
- Priority 1: Basic (Conditions of Learning)
 - Priority 2: State Standards (Conditions of Learning)
 - Priority 3: Parental Involvement (Engagement)
 - Priority 4: Pupil Achievement (Pupil Outcomes)
 - Priority 6: School Climate (Engagement)
 - Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

Maintain quality educational programs and services, including materials, teachers, facilities for all students.

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.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>Students will be provided standards-aligned instructional materials, including NGSS.</p>	<p>100% of students will be provided standards-aligned instructional materials, including NGSS</p>	<p>100% of students will be provided standards-aligned instructional materials, with the exception of NGSS</p>	<p>100% of students will be provided standards-aligned instructional materials, including NGSS when the materials become available and when they have been researched and piloted.</p>	<p>100% of students will be provided standards-aligned instructional materials, including NGSS when the materials become available and when they have been researched and piloted.</p>
<p>Facilities will be maintained in good repair by EDCOE as evidenced by facility inspection reports.</p>	<p>Facilities will be maintained in good repair by EDCOE as evidenced by facility inspection reports.</p>	<p>Facilities will be maintained in good repair by EDCOE as evidenced by facility inspection reports.</p>	<p>Facilities will be maintained in good repair by EDCOE as evidenced by facility inspection reports.</p>	<p>Facilities will be maintained in good repair by EDCOE as evidenced by facility inspection reports.</p>
<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p>Students enrolled in our programs will benefit</p>	<p>Students enrolled in our programs will benefit</p>	<p>Students enrolled in our programs will benefit</p>	<p>Students enrolled in our programs will benefit</p>	<p>Students enrolled in our programs will benefit</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
from a staff-to-pupil ratio of roughly 20 to 1, which is significantly lower than county or state averages.	from a staff-to-pupil ratio of roughly 20 to 1, which is significantly lower than county or state averages.	from a staff-to-pupil ratio of roughly 20 to 1, which is significantly lower than county or state averages.	from a staff-to-pupil ratio of roughly 20 to 1, which is significantly lower than county or state averages.	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, to develop 21st Century learning skills, and to be prepared to participate in state assessments.	100% 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.	100% 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.	100% 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.	100% 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.
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:

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Maintain approximately a 20 to 1 student to teacher ratio to meet student needs.

2018-19 Actions/Services

Maintain approximately a 20 to 1 student to teacher ratio to meet student needs.

2019-20 Actions/Services

Maintain approximately a 20 to 1 student to teacher ratio to meet student needs.

Budgeted Expenditures

Year 2017-18

Amount 68567

Source Supplemental and Concentration

2018-19

132613

Supplemental and Concentration

2019-20

154128

Supplemental and Concentration

Action 2

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

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

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

Budgeted Expenditures

Year 2017-18 2018-19 2019-20

Amount \$880 0 0

Source Title II

Action 3

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

Students to be Served:

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

Location(s):

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

All

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

100% of students will be provided standards-aligned instructional materials, including NGSS when the materials become available and when they have been researched and piloted.

100% of students will be provided standards-aligned instructional materials, including NGSS when the materials become available and when they have been researched and piloted.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	53,005	53,005	26361
Source	Base	Base	Base

Action 4

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

2017-18 Actions/Services

Facilities will be maintained in good repair.

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

Unchanged Action

2018-19 Actions/Services

Facilities will be maintained in good repair.

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

Unchanged Action

2019-20 Actions/Services

Facilities will be maintained in good repair.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$101,914	114,407	129400
Source	Base	Base	Base
Budget Reference	CU Charges	CU Charges	CU Charges

Action 5

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

2017-18 Actions/Services

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

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

Unchanged Action

2018-19 Actions/Services

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

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

Unchanged Action

2019-20 Actions/Services

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.

best practices for effective math delivery in a hybrid, independent study program.

best practices for effective math delivery in a hybrid, independent study program.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$10,000	5000	2479
Source	Base	Base	Base

Action 6

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

Students to be Served:

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

Location(s):

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

All
[Add Students to be Served selection here]

All Schools
[Add Location(s) selection here]

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Low Income
[Add Students to be Served selection here]

Schoolwide
[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

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

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

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

Unchanged Action

Unchanged Action

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

All students will be provided with the digital tools necessary to access the new State Standards, to develop 21st Century

All students will be provided with the digital tools necessary to access the new State Standards, to develop 21st Century

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.

learning skills, and to be prepared to participate in state assessments.

learning skills, and to be prepared to participate in state assessments.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	2245	10441	23119
Source	Base	Base	Base
Budget Reference	Includes instructional technology and online licensing.	Includes instructional technology and online licensing.	Includes instructional technology and online licensing. EDCOE Tech \$10,241 Dreambox \$200

Action 7

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

Students to be Served:

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

Location(s):

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

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

English Learners

All Schools

Actions/Services

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

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

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

Unchanged Action

Unchanged Action

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	205	294	0
Source	Title III	Title III	Title III
Budget Reference	All Title III ELD monies available to CAP.	All Title III ELD monies available to CAP.	All Title III ELD monies available to CAP.
Amount	2295	2295	2295
Source	Base	Base	Base
Budget Reference	NWEA licenses.	NWEA licenses.	NWEA licenses.

Action 8

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

Students to be Served:
 (Select from All, Students with Disabilities, or Specific Student Groups)
 [Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

Students to be Served:
 (Select from English Learners, Foster Youth, and/or Low Income)

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

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

English Learners		All Schools
Foster Youth		
Low Income		

Actions/Services

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

Unchanged Action

2017-18 Actions/Services

Provide tutoring and support services for at-risk students, including those who are socio-economically disadvantaged, foster youth, and EL students.

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

Modified Action

2018-19 Actions/Services

Provide tutoring and support services for at-risk students, including those who are socio-economically disadvantaged, foster youth, and EL students.

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

Unchanged Action

2019-20 Actions/Services

Provide tutoring and support services for at-risk students, including those who are socio-economically disadvantaged, foster youth, and EL students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$4,626	0	0
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.

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

Unchanged Goal

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 Priorities:
- Priority 1: Basic (Conditions of Learning)
 - Priority 2: State Standards (Conditions of Learning)
 - Priority 3: Parental Involvement (Engagement)
 - Priority 4: Pupil Achievement (Pupil Outcomes)
 - Priority 5: Pupil Engagement (Engagement)
 - Priority 6: School Climate (Engagement)
 - Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

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 and motivates all students by utilizing innovative and research-based instructional strategies tailored for each program - both at the classroom and program-wide level.

Our at-risk students – which includes expelled, ELL, and foster youth - have diverse learning and behavioral needs requiring the use of highly effective, research-based strategies/programs specifically designed for that population. 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.	75% 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.

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

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

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

Unchanged Action	Modified Action	Modified Action
<p>2017-18 Actions/Services</p> <p>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.</p>	<p>2018-19 Actions/Services</p> <p>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.</p>	<p>2019-20 Actions/Services</p> <p>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.</p>

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$10,000	\$10,000	2479
Source	Base	Base	Base
Budget Reference	Professional development, including conferences, workshops, and on-site PLCs.	Professional development, including conferences, workshops, and on-site PLCs.	Professional development, including conferences, workshops, and on-site PLCs.

Goals, Actions, & Services

Strategic Planning Details and Accountability
 Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

Unchanged Goal

Goal 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 Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

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. As such, there is a need to provide professional development for staff to provide 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.

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	75% of staff will participate in professional development regarding maintaining a culturally responsive environment, including effective practices for supporting students with	80% of staff will participate in professional development regarding maintaining a culturally responsive environment, including effective practices for supporting students with	90% of staff will participate in professional development regarding maintaining a culturally responsive environment, including effective practices for supporting students with	100% of staff will participate in professional development regarding maintaining a culturally responsive environment, including effective practices for supporting students with

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
emotional/mental health issues.	learning/academic, behavioral, and/or emotional/mental health issues.	learning/academic, behavioral, and/or emotional/mental health issues.	learning/academic, behavioral, and/or emotional/mental health issues.	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:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

2017-18 Actions/Services

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.

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

Modified Action

2018-19 Actions/Services

80% of staff participated 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. Maintained a clean, safe and culturally responsive learning environment, as noted by site inspections. Staff receive ongoing training for Emergency Communications and drills. A new communication system was approved to expand to all campuses and is in the process of implementation. Security cameras were upgraded to encourage safe practices by students, as well as to ensure certain knowledge and resolution of unsafe events.

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

Unchanged Action

2019-20 Actions/Services

80% of staff participated 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. Maintained a clean, safe and culturally responsive learning environment, as noted by site inspections. Staff receive ongoing training for Emergency Communications and drills. A new communication system was approved to expand to all campuses and is in the process of implementation. Security cameras were upgraded to encourage safe practices by students, as well as to ensure certain knowledge and resolution of unsafe events.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5000	10000	1240
Source	Base	Base	Base
Budget Reference	Professional development.	Professional development.	Professional development.

Action 2

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

Students to be Served:

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

Location(s):

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

All

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

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

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

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

Unchanged Action

Unchanged Action

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$141,466	\$141,466	
Source	Base	Base	Base
Budget Reference	CU Charges	CU Charges	CU Charges - already accounted for in Goal 1, Action 4

Action 3

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

2017-18 Actions/Services

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."

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

Modified Action

2018-19 Actions/Services

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."

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

Modified Action

2019-20 Actions/Services

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."

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Budget Reference	EDCOE provides/covers cost of Survey Monkey.	EDCOE provides/covers cost of Survey Monkey.	EDCOE provides/covers cost of Survey Monkey.

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

Unchanged Goal

Goal 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 Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

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 be 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, 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 web-based 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.	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., email, text, and/or and phone app.	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 with families - e.g., email, text, and/or and phone app. Send a minimum of 10 messages to families.	Send a minimum of 20 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.	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 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:

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

Location(s):

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

All

All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)
[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))
[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Location(s) selection here]

Actions/Services

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

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

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

2017-18 Actions/Services

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 with families - e.g., email, text, and/or and phone app.

2018-19 Actions/Services

Sent a minimum of 20 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.

2019-20 Actions/Services

Fully implemented a new web-based strategic communication platform that is easier to use and manage, is 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. Sent a minimum of 25 messages to families using the new system with positive results from families.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$788	707	690
Source	Base	Base	Base
Budget Reference	Parent Square or similar; budgeted at \$4.50/student.	Parent Square or similar; budgeted at \$4.50/student.	Parent Square or similar; budgeted at \$4.50/student.

Action 2

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

Students to be Served:

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

Location(s):

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

All

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

Maintain Beehively website/maintenance services.

2018-19 Actions/Services

Maintain Beehively website/maintenance services.

2019-20 Actions/Services

Maintain Beehively website/maintenance services.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,080	671	1712
Source	Base	Base	Base
Budget Reference	Beehively monthly fee.	Beehively monthly fee.	Beehively monthly fee.

Action 3

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

Students to be Served:

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

Location(s):

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

All	All Schools
-----	-------------

OR

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

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

Actions/Services

Select from New, Modified, or Unchanged for 2017-18 Unchanged Action	Select from New, Modified, or Unchanged for 2018-19 Unchanged Action	Select from New, Modified, or Unchanged for 2019-20 Unchanged Action
---	---	---

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$9,800	\$9,800	10000
Source	Base	Base	Base
Budget Reference	Pathways Learning Management Learning System budgeted at \$3/student/months (x12) + \$3k annual fee.	Pathways Learning Management Learning System budgeted at \$3/student/months (x12) + \$2,800 annual fee.	Pathways Learning Management Learning System budgeted at \$3/student/months (x12) + \$2,800 annual fee.

Action 4

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups) All	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans) All Schools
---	--

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

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

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

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

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

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

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

Unchanged Action

Unchanged Action

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

Year 2017-18

2018-19

2019-20

Amount \$0

\$0

\$0

Budget Reference (EDCOE provides/pays for)

(EDCOE provides/pays for)

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

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

All

All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

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

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

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

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

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

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

Unchanged Action

Modified Action

Modified Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

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

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$250	\$275	4400
Source	Base	Base	Base
Budget Reference	Budget for print, postage, and other associated costs.	Budget for print, postage, and other associated costs.	Budget for print, postage, and other associated costs.

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

\$154,128

Percentage to Increase or Improve Services

9.24%

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 Alternative Program (CHSA K-8) 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.

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

\$140,806

Percentage to Increase or Improve Services

8.51%

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 Alternative Program (CHSA K-8) 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.

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

\$55049

Percentage to Increase or Improve Services

4.05%

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 Alternative Program (CHSA K-8) 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.

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

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

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

Plan Summary

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

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

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

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

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

Comprehensive Support and Improvement

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

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

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. EC identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. EC requires

charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, EC Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

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

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

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

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

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

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

Priority 2: Implementation of State Standards addresses:

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

Priority 3: Parental Involvement addresses:

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

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

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

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

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

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

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

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

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

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

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

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

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

Local Priorities address:

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

- (a) “Chronic absenteeism rate” shall be calculated as follows:
 - (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:
 - (A) enrolled less than 31 days
 - (B) enrolled at least 31 days but did not attend at least one day
 - (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
 - (i) are enrolled in a Non-Public School
 - (ii) receive instruction through a home or hospital instructional setting
 - (iii) are attending a community college full-time.
 - (2) The number of students who meet the enrollment requirements.
 - (3) Divide (1) by (2).
- (b) “High school dropout rate” shall be calculated as follows:
 - (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (c) “High school graduation rate” shall be calculated as follows:
 - (1) For a 4-Year Cohort Graduation Rate:
 - (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
 - (B) The total number of students in the cohort.
 - (C) Divide (1) by (2).
 - (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:
 - (A) The number of students who either graduated as grade 11 students or who earned any of the following:
 - (i) a regular high school diploma
 - (ii) a High School Equivalency Certificate
 - (iii) an adult education diploma
 - (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
 - (B) The number of students in the DASS graduation cohort.
 - (C) Divide (1) by (2).
- (d) “Suspension rate” shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).
- (e) “Expulsion rate” shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

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

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

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

Guiding Questions: Goals, Actions, and Services

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

Prepared by the California Department of Education, January 2019

LCAP Expenditure Summary

Funding Source	Total Expenditures by Funding Source					
	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	490,974.00	355,364.00	412,121.00	490,974.00	358,303.00	1,261,398.00
	0.00	0.00	0.00	0.00	0.00	0.00
Base	358,067.00	199,946.00	337,843.00	358,067.00	204,175.00	900,085.00
Lottery	0.00	0.00	0.00	0.00	0.00	0.00
Supplemental and Concentration	132,613.00	155,418.00	68,567.00	132,613.00	154,128.00	355,308.00
Title I-A	0.00	0.00	4,626.00	0.00	0.00	4,626.00
Title II	0.00	0.00	880.00	0.00	0.00	880.00
Title III	294.00	0.00	205.00	294.00	0.00	499.00

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

Object Type	Total Expenditures by Object Type						2017-18 through 2019-20 Total
	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total	
All Expenditure Types	490,974.00	355,364.00	412,121.00	490,974.00	358,303.00	1,261,398.00	
	490,974.00	355,364.00	412,121.00	490,974.00	358,303.00	1,261,398.00	
0001-0999: Unrestricted: Locally Defined	0.00	0.00	0.00	0.00	0.00	0.00	
6000-6999: Capital Outlay	0.00	0.00	0.00	0.00	0.00	0.00	

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

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	490,974.00	355,364.00	412,121.00	490,974.00	358,303.00	1,261,398.00
		0.00	0.00	0.00	0.00	0.00	0.00
	Base	358,067.00	199,946.00	337,843.00	358,067.00	204,175.00	900,085.00
	Supplemental and Concentration	132,613.00	155,418.00	68,567.00	132,613.00	154,128.00	355,308.00
	Title I-A	0.00	0.00	4,626.00	0.00	0.00	4,626.00
	Title II	0.00	0.00	880.00	0.00	0.00	880.00
	Title III	294.00	0.00	205.00	294.00	0.00	499.00
0001-0999: Unrestricted: Locally Defined	Lottery	0.00	0.00	0.00	0.00	0.00	0.00
6000-6999: Capital Outlay	Lottery	0.00	0.00	0.00	0.00	0.00	0.00

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

Total Expenditures by Goal						
Goal	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	318,055.00	334,843.00	243,737.00	318,055.00	337,782.00	899,574.00
Goal 2	10,000.00	2,479.00	10,000.00	10,000.00	2,479.00	22,479.00
Goal 3	151,466.00	1,240.00	146,466.00	151,466.00	1,240.00	299,172.00
Goal 4	11,453.00	16,802.00	11,918.00	11,453.00	16,802.00	40,173.00

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