LCFF Budget Overview for Parents

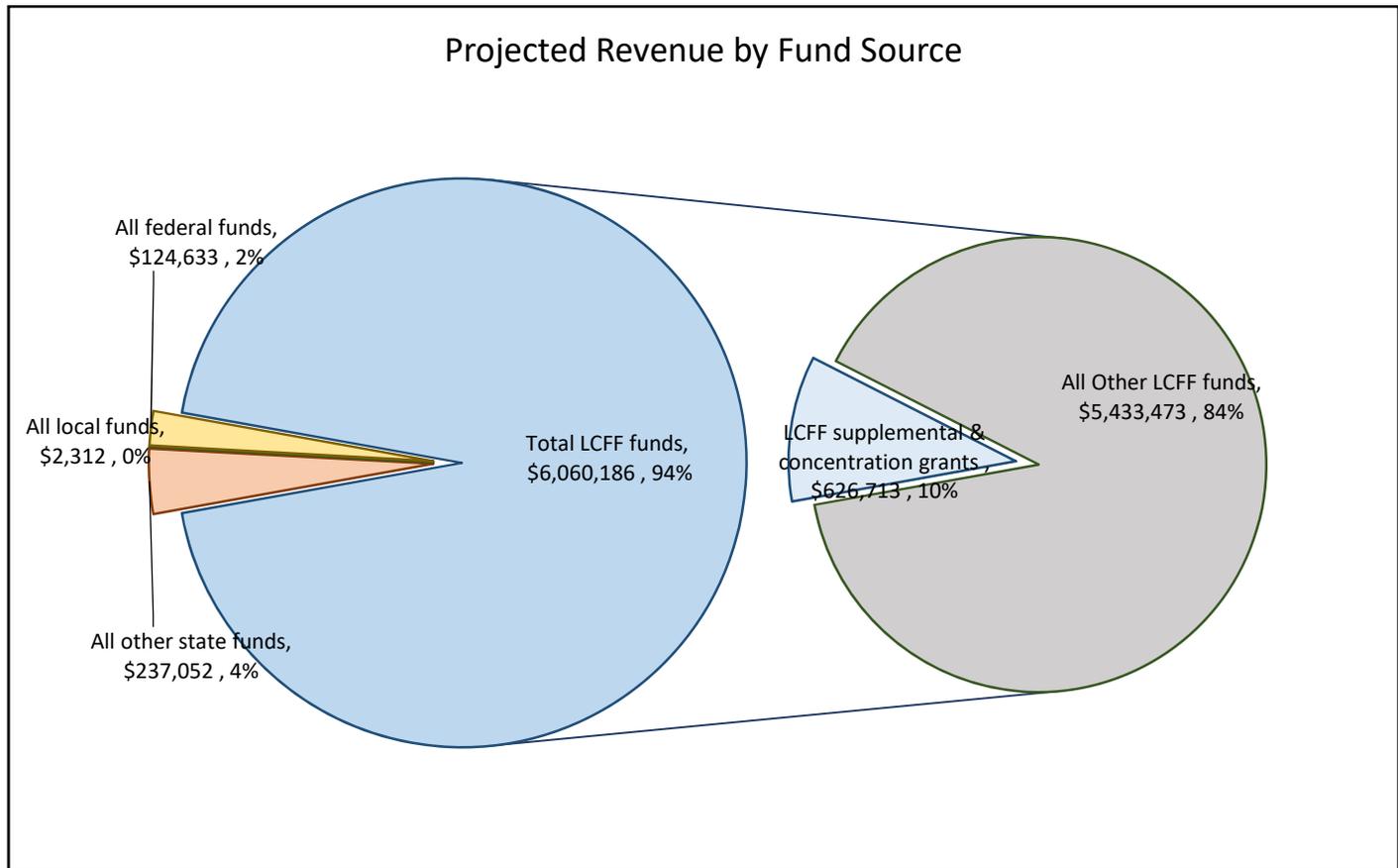Local Educational Agency (LEA) Name: Charter Community School Home Study Academy

CDS Code: 09-10090-0930123

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

Projected Revenue by Fund Source

All federal funds, $124,633 , 2%

All local funds, $2,312 , 0%

All other state funds, $237,052 , 4%

Total LCFF funds, $6,060,186 , 94%

LCFF supplemental & concentration grants , $626,713 , 10%
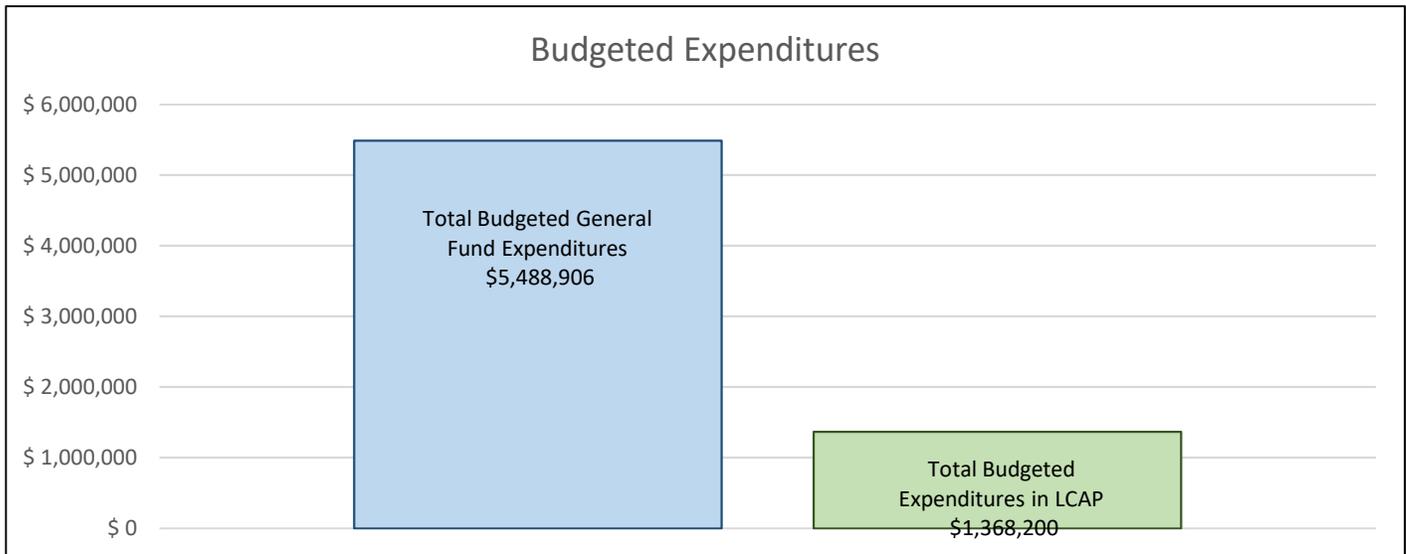
All Other LCFF funds, $5,433,473 , 84%

This chart shows the total general purpose revenue Charter Community School Home Study Academy expects to receive in the coming year from all sources.

The total revenue projected for Charter Community School Home Study Academy is $6,424,183.00, of which $6,060,186.00 is Local Control Funding Formula (LCFF), $237,052.00 is other state funds, $2,312.00 is local funds, and $124,633.00 is federal funds. Of the $6,060,186.00 in LCFF Funds, $626,713.00 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 Acccountability Plan (LCAP) that shows how they will use these funds to serve students.

Budgeted Expenditures

Total Budgeted General Fund Expenditures $5,488,906	
	Total Budgeted Expenditures in LCAP $1,368,200

This chart provides a quick summary of how much Charter Community School Home Study Academy plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Charter Community School Home Study Academy plans to spend $5,488,906.00 for the 2019-20 school year. Of that amount, $1,368,200.00 is tied to actions/services in the LCAP and $4,120,706.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
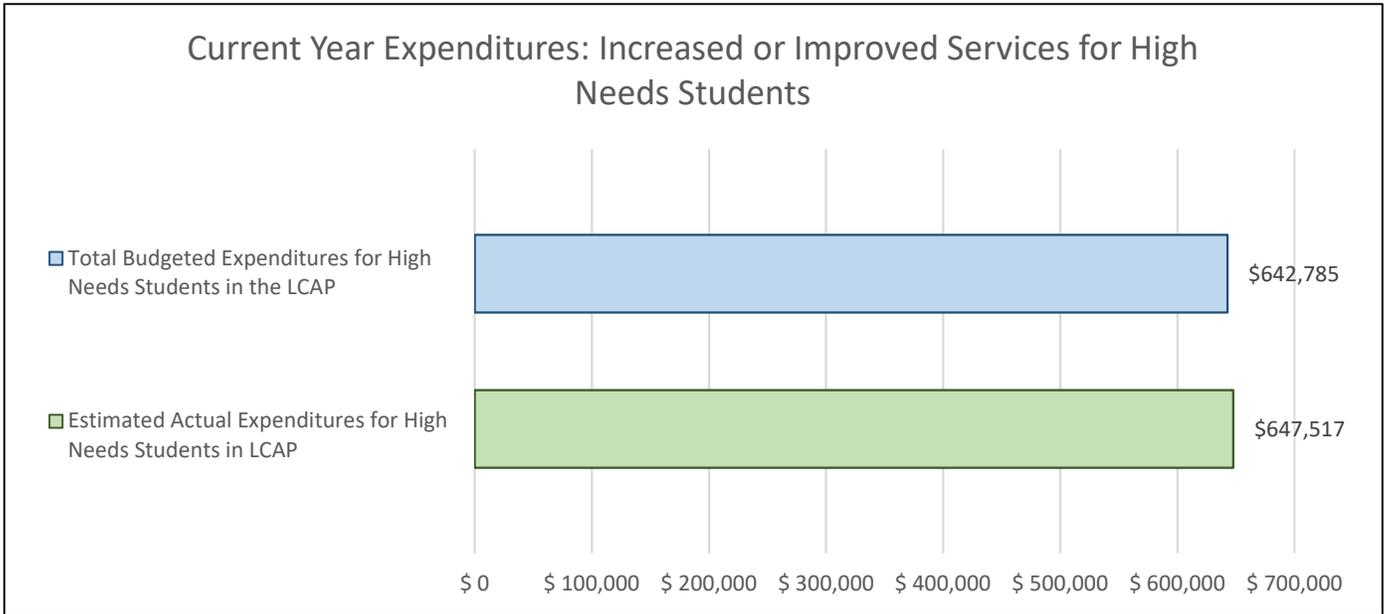
General Fund Budget Expenditures for charter schools operated by this county office are included in the amount specified, but not in this LCAP. The balance of the difference include expenditures of Federal, other State, or local funds.

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

In 2019-20, Charter Community School Home Study Academy is projecting it will receive $626,713.00 based on the enrollment of foster youth, English learner, and low-income students. Charter Community School Home Study Academy 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 Community School Home Study Academy plans to spend $626,713.00 on actions to meet this requirement.

LCFF Budget Overview for Parents

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

Current Year Expenditures: Increased or Improved Services for High Needs Students

Total Budgeted Expenditures for High Needs Students in the LCAP	$642,785
Estimated Actual Expenditures for High Needs Students in LCAP	$647,517

$ 0 $ 100,000 $ 200,000 $ 300,000 $ 400,000 $ 500,000 $ 600,000 $ 700,000

This chart compares what Charter Community School Home Study Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Charter Community School Home Study Academy 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 Community School Home Study Academy's LCAP budgeted $642,785.00 for planned actions to increase or improve services for high needs students. Charter Community School Home Study Academy estimates that it will actually spend $647,517.00 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
El Dorado County Office of Education	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 Community School Home Study Academy as part of the Charter Alternative Programs which provides diverse and high quality alternative educational programs for students with a variety of needs. Two distinct populations with immediate needs emerged in the early 80s. The first was the growing number of families choosing to home school their children, and 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, The El Dorado County Office of Education's (EDCOE) community school opened its doors in 1983 to serve students who were not being served within the traditional school system and provided the first County Office of Education charter school in the state of California. Charter Alternative Programs and Extended Day were also chartered in 1993 by EDCOE, keeping with our commitment to providing outstanding educational programs in a stable, supportive environment so students can achieve academic and personal success. Communication and partnership with clients and staff are central tenets of our mission.

Charter Alternative Programs provide a variety of high quality, innovative, 21st Century programs that prepares 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.

Since 2000, two more populations have emerged: homeschooling families wanting additional college preparatory courses and families of at-risk youth seeking a program that would ensure students were both college and career ready, which resulted in developing two additional programs that meet those needs. The alternative Charter Programs covered in this LCAP include:

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

The Charter Alternative Programs serve students in grades K-12, as well as adults through our Adult Education programs. Students and parents/guardians entering our Charters attend an informational conference with a school representative to initiate a partnership among parents, staff, and students to support positive behavior, academic standards and achievement, as well as communication protocols resulting in student growth.

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

Charter College & Career Prep (7-12):

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

Charter Connections Academy (9-12):

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

Charter University Prep (7-12):

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

LCAP Highlights

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

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

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

Goal 1.1

Maintain a quality educational program - all students will be provided with the basic educational services that comprise a quality educational program. All teachers will be credentialed and properly

assigned in the subject areas and for the grade-levels they are teaching; programs will implement new State Standards; students will be provided standards-aligned instructional materials; facilities will be maintained in good repair.

Goal 1.2

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

Goal 1.3

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

Goal 1.4

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

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

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

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

Key features in this year's LCAP include an emphasis on the following:
- An emphasis on improving outcomes in ELA and math.
- Implementing an improved assessment tool that is aligned to state standards for assessing, monitoring, and reporting on students in math and ELA (NWEA).
- Expanding outreach to and participation of stakeholders - e.g., Parent Square, further implementation of AERIES Air, etc.
- 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 adopted new, state-approved curriculum materials in ELA and math, performance measures in ELA and math still need to improve. Success in meeting LCAP Goals 1, 1.2 - 1.4, 2, & 3 are critical if we are to achieve our goals. First, we will continue to provide professional development opportunities for teachers, administrators, & support staff on the new State Standards and associated instructional changes. Second, we will implement upgraded instructional technology to ensure that students develop 21st Century learning skills and are prepared to succeed in state assessments. Third, we will continue implementing a quality ELD program, with additional options for learning support. Finally, we will provide professional development devoted to providing a) innovative and engaging curriculum and b) a clean, safe, and welcoming school culture that is responsive to the needs of all students. We will continue double-blocked periods for Math and English at our Charter Community School, where the highest concentration of low-income students, English learners, and foster youth attend school.

In an effort to engage students in real and relevant learning, we will be expanding the Advanced Education Program (AEP) that was piloted in 2017-18 at CCP. The program provides an opportunity for students to enroll in college courses while still completing their high school diploma and is offered in partnership with the Folsom Lake College El Dorado Center. The AEP allows our students to take community college courses concurrently during high school while earning both college and high school credits. We hope to increase participation in the program.

To reach our goals, our LCAP plan addresses 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, and 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 Education Department and align efforts across the Charter Alternative Programs and 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

CHSA qualifies as an alternative school by definition and therefore, traditional measurements can be skewed due to the collective data from all of our programs. In the Fall of 2018, for the first time, CHSA received "colors" on the DASS Dashboard. Our programs fell into the green category for the following indiicators and student groups: Graduation Rate for All Students and White student groups; Suspension Rate for our students of two or more races; and in Mathematics for our White student group. As was mentioned before, 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 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. It is important to note that the programs experience significantly higher student mobility than traditional schools,

which serve many of El Dorado County's at-risk students with the greatest challenges to success in school. For this reason, the use of yearly cohort data to guide instruction is generally less useful than it is for traditional schools; however, the programs have seen positive progress and success in implementing and meeting our overall LCAP goals.

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 16 professional development days built into our school calendar. Staff participates in professional development opportunities, including conferences, workshops, presentations by consultants, off-site training, and/or EDCOE offered training. State-approved adopted materials have been successfully implemented in both ELA and math; however, there is more work that needs to be done in this area to improve performance. As such, staff continue to work to find the most effective way to supplement those adoptions - both in terms of effectively utilizing and covering the materials for the unique needs of our separate programs, as well as ensuring that the instruction itself is both innovative and engaging. Professional development plans will continue to play a key role in meeting all LCAP goal areas, and we will coordinate with the El Dorado County Office of Education's Professional Education Department and align efforts across the Charter Alternative Programs to maximize the effectiveness of those efforts.

The CHSA 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.

We are happy to report significant progress in the implementation of NWEA as our primary assessment tool platform across all of our programs. Staff at CHSA continues to receive professional development in its use to assess and to better meet the needs of students. Instructional staff is using NWEA to assess all new students, including the many who arrive during the school year, as well as to gather comparative data for individual students and classes to help guide instruction. Students were assessed three times this past year.

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

An area of significant success during the current year falls under LCAP Goal 2, providing an innovative & engaging education that meets the diverse learning needs of all students. Significant personnel and fiscal resources continue to be allocated to ensure that staff had what they needed to ensure the success of these new "applied learning" courses, and the involvement and feedback from students, parents, and staff has been positive. We continue to find that real and relevant learning courses have a very positive impact on the engagement and success of our highest risk students, including for our low-income students, English Learners, and foster youth. Our new innovative program elements at our CCP program- Maker Space, robotics, culinary arts, and a Wilderness Adventure elective - continue to improve the school's culture by engaging students with applied learning. A drone operator's program was piloted this year. In partnership with Folsom Lake College El Dorado Center, CHSA operates an Advanced Education Program (AEP) which has had limited success at CCP in its first year, but our goal is to increase participation next year.

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. Online learning platforms and curriculum components continue to be added - particularly to support ELA and math success, credit recovery and credit acceleration, independent study, and stakeholder communication. New computer systems continue to be

purchased as needed to help meet this LCAP goal area, including adding several additional sets of Chromebooks this year to use in conjunction with new ELA and math curriculum as well as to provide additional support for low-income students, English learners, and foster youth.

Although English Learner (EL) counts are generally a small percentage of the total population, there has been an overall improvement in the quality of the program, which aligns to our LCAP Goal 1.4 Staff are provided with professional development, including research-based strategies described through CELDT training, to meet students' needs. NWEA MAP is now being used to help assess EL students' progress and to help determine ELA and Math class placement. ELPAC assessments will continue to determine yearly growth and possible reclassification. EL students will also be able to continue checking out Chromebooks for home use for the entire school year to support success. EL students continue to have access to tutoring as needed.

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, 96.8% of parents and 85.7% of students surveyed across programs 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.

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

CHSA qualifies as an alternative school by definition and therefore, traditional measurements can be skewed due to the collective data from all of our programs. In the Fall of 2018, we received our first scores on the DASS Dashboard. Reviewing the Dashboard, we found the following areas to be in need of attention due to being rated as "Orange" or "Red": Chronic Absenteeism - All Students were Orange, Socioeconomically Disadvantaged students were Red. Suspension Rate: All Students, Foster Youth, Socioeconomically Disadvantaged, and HIspanic student groups were all Red and Homeless and Students with Disabilities were Orange. College/Career Readiness: Socioeconomically Disadvantaged students fell in the Orange. English/Language Arts: Socioeconomically Disadvantaged students were Red. Mathematics: All students fell in the Orange category and Socioeconomically Disadvantaged students fell in the Red category. These performance levels have required us to use an improvement science approach to find out where the problems lie. One of the first things that we looked at was how the different programs contributed to the different indicators to really identify where the challenges are. CUP is less likely to be a site where we see the Red and Orange categories. We have begun to implement a UDL approach around our Character Based Literacy program to help our students feel more connected to school which will directly impact attendance, behavior, and academic performance. This is work that will

continue beyond 19/20. In addition to the Dashboard, as was mentioned earlier, 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 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 TAs noted earlier, we are completing our first 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. Upon review of our local data, we have identified the following as the areas of greatest need, which were also summarized in our WASC mid-term report in 2018: These areas are closely aligned with our needs that have been highlighted on the DASS Dashboard:

- Further professional development on the effective use of our recently adopted ELA and math curriculum.
- Further development of resources for staff to meet new State Standards, including ongoing professional development in core academic areas and student engagement.
- Further development of and implement the NWEA MAP assessment tool for ELA and math to gauge student mastery of learning objectives and to guide instruction.
- Continue to enhance 21st Century learning capacity.
- Continue to expand stakeholder engagement, including direct communication with all stakeholders that is timely and regular.
- Continue to explore avenues for meeting the 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

Reviewing the DASS Dashboard from Fall 2018, the one area where a student group is two or more levels below "All Students" is in English Language Arts. While All Students scored in the Yellow range, our Socioeconomically Disadvantaged students scored in the red range. Our review of our local data also brought ELA (and math) to the forefront as areas in need of focus. These areas will remain as ongoing areas of focus for improvement. 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. We will continue participating in the Pivot RPLN consortium as well, with our emphasis on Developing a Growth Mindset. In addition, we will be implementing UDL and Character Based Literacy to address the variety of needs of our students. We will maintain our focus on our SED students as part of these efforts

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.

CHSA is a single charter school and was 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 have access to a quality education that ensures college and career readiness in the 21st Century.

State and/or Local Priorities addressed by this goal:

State 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	Actual
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.	All teachers were 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**	Students were provided standards-aligned instructional materials, including NGSS.

Expected	Actual
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.	Facilities were 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.	Professional development opportunities for teachers, administrators, & support staff on the new State Standards and associated instructional changes 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.
Metric/Indicator Sudents enrolled in our programs will benefit from a staff-to-pupil ratio of roughly 20 to 1, which is significantly lower than county or state averages.	Students enrolled in our programs benefited from a staff-to-pupil ratio of roughly 20 to 1, which is significantly lower than county or state averages.

Expected	Actual
18-19 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.	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.
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.	A research-based ELD Program, that includes pre and post assessments to determine progress in learning English, were 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

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.	$585,529 Sup/Con $57,256 Base Supplemental and Concentration 642785	Supplemental and Concentration 647,517

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
All teachers will be credentialed and properly assigned in the subject areas and for the grade-levels they are teaching.	All teachers were credentialed and properly assigned in the subject areas and for the grade-levels they are teaching.	$0	0

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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 were provided standards-aligned instructional materials, including NGSS when the materials become available and when they have been researched and piloted.	Base $123,506	Base 40186

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Facilities will be maintained in good repair.	Facilities were maintained in good repair.	CU Charges Base 449538	CU Charges Base 449538

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Professional development opportunities for teachers, administrators, & support staff on the new State Standards and	Professional development opportunities for teachers, administrators, & support staff, on the new State Standards and	Base $20,000	Base 6643

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	associated instructional changes 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	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	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.	Includes instructional technology and online licensing: EDCOE Tech $42,246 HAPARA $792 Drivers' Ed $450 Base $43,488	Includes instructional technology and online licensing: Base 46254

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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 were provided with a research-based ELD Program that included pre and post assessments to determine progress in learning English.	Budget reflects all Title III ELD monies available. Title III 589	Budget reflects all Title III ELD monies available. Title III 891

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Tutoring and support services for individual students in danger of or already failing, including ELD and Foster Youth were provided.	Tutoring and support services were provided to individual students in danger of, or already, failing, including ELD and Foster Youth .	Title I-A 106748	Title I-A 124633

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.

Outcome 1.1:
Students were provided with approximately a 20 to 1 student to teacher ratio to meet student needs.

Outcome 1.2:
All teachers were credentialed and properly assigned in the subject areas and for the grade-levels they were teaching
.

Outcome 1.3:
Students were provided standards-aligned instructional materials with the exception of NGSS materials, which are not yet available.

Outcome 1.4:
Facilities were maintained in good repair thanks to the support and oversight of our EDCOE Facilities and Maintenance Department.

Outcome 1.5:
Professional development opportunities for teachers, administrators, & support staff on the new State Standards and associated instructional changes and strategies were provided as part of a comprehensive professional development plan. This included best practices for effective math delivery in a hybrid, independent study program as part of the program's participation in the Pivot Rural Professional Learning Network:

Outcome 1.6:
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. New computer systems continue to be purchased to help meet this LCAP goal area, including adding several additional sets of Chromebooks to use in conjunction with new, state-aligned curriculum, as well as to provide additional support for low-income students, English learners, and foster youth. Expenses include the purchase of new or renewed online curriculum licensing.

Outcome 1.7:
ELD students were provided with a research-based and state standards aligned assessment program that included pre and post assessments to determine progress in learning English (NWEA MAP).

Outcome 1.8:
Tutoring and support services were made available for at-risk students, including those who are socio-economically disadvantaged, foster youth, and EL students.

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.

For Action 3, we spent substantially less than planned because we did not adopt NGSS materials this year. This cost will occur either in 19-20 or 20-21. For Action 5, we spent substantially less on Professional Development because we did not send staff to out of town conferences. Instead, most of their professional development was delivered by our local Curriculum, Instruction, and Accountability Department. This provides a large savings for us and staff still receive high-quality training.

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 at this time other than delayed NGSS materials purchasing for Goal 1, Action 3

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 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
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 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.	Staff participated in professional development for 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

Baseline
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.

Metric/Indicator
Further develop and implement a quality Advanced Education program, including increasing the percent of high-risk students at our Charter & Career Prep program, aged 16 or older.

18-19
10% of high-risk students at our Charter College & Career Prep program, aged 16 or older, will participate in a quality Advanced Education program.

Baseline
5% of high-risk students at our Charter College & Career Prep program, aged 16 or older, participated in a quality Advanced Education pilot program during 2016-17.

Actual

CHSA further developed and implemented a quality Advanced Education program, including increasing the percent of high-risk students at our Charter College & Career Prep program, aged 16 or older.

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
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.	90% of staff participated in annual professional development to implement 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.	Professional development, including conferences, workshops, and on-site PLCs Base $20,000	Professional development, including conferences, workshops, and on-site PLCs Base 6642

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
10% of high-risk students at our Charter College & Career Prep program, aged 16 or older, will participate in a quality Advanced Education program.	10% of high-risk students at our Charter College & Career Prep program, aged 16 or older, participated in a quality Advanced Education program.	Advanced Education program funded by CTEIG or College Readiness grant. Other 90146	Advanced Education program funded by CTEIG or College Readiness grant. Other 85896

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.

Current DASS data as well as local assessment measures and observations are used to assess student progress.   Staff have 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 quality instruction, academic achievement, student engagement, and a positive school culture. Staff have participated in EDCOE-provided professional development on a variety of topics, as well as conferences and workshops which support our LCAP goals and each program's mission. In addition to the required annual trainings, staff have participated in professional development in the following areas:

Effective and Engaging Instruction

Professional Learning Communities

Pivot Rural Professional Learning Network (Math - Growth Mindset)

New ELA adoption

Character Based Literacy

Universal Design for Learning (UDL)

English Learners / ELPAC

Step up to Writing

Most recent math adoption

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

NGSS

CAASPP, including the Digital Library and Interim Assessments

Expanding outreach to and participation of stakeholders - e.g., Parent Square, AERIES Air, D2L, Beehively, and effective communications, etc.

Google Docs/Google Drive

Health and Safety/School Culture

Love and Logic

Safety and CPI

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:
91.8% of students and 84.8% of parents agree with the statement that the program "Offers a Variety of High-Quality Education Programs."
91.8% of students and 84.8% of parents agree with the statement that the program "The School is a Safe, Clean, and Positive Place that Nurtures Learning."
87.4% of students and 84.8% of parents agree with the statement that the "Programs Provide Innovative & Engaging Educational Elements."
85.7% of students and 96.8% of parents agree with the statement that the "Programs Communicate with Families through a Variety of Methods."
80.2% of students and 90.4% of parents agree with the statement that the "Programs Welcome Parents to be Partners in their Child's Education."
84.1% of students and 90.4% of parents agree with the statement that the "Students are Involved in Challenging and Relevant Learning Experiences."

89.6% of students and 96.8% of parents agree with the statement that the "School Staff Care about the Success of Students." 84.6% of students and 80.8% 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.

Professional development 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. EDCOE covered the cost of all expenses related to UDL training.

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 significant 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 7: Course Access (Conditions of Learning)
                      Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 3.1: 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	3.1: Provided professional development for staff to maintain a culturally responsive environment, including effective practices to support students with learning/academic, behavioral, and/or emotional/mental health issues
Metric/Indicator 3.2: Maintain clean, safe and culturally responsive learning environment, as noted by site inspections.	3.2: 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 3.3: 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.	3.3: Stakeholder surveys were a significant factor in providing feedback regarding our programs.

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
85% of staff will participate in professional development regarding maintaining a culturally responsive environment, including effective practices for supporting students with learning/academic, behavioral, and/or emotional/mental health issues	85% of staff participated in professional development to maintain a culturally responsive environment, including effective practices for supporting students with learning/academic, behavioral, and/or emotional/mental health issues	Budget references Mental Health allocation. Other $9581	Budget references Mental Health allocation. 0

Action 2

Planned	Actual	Budgeted	Estimated Actual

Actions/Services	Actions/Services	Expenditures	Expenditures
Maintain clean, safe and culturally responsive learning environment, as noted by site inspections.	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.	[Note: No dollar amount shown here because it is the CU Charges are reflected/shown under Goal 1 (1.1)]	[Note: No dollar amount shown here because it is the CU Charges are reflected/shown under Goal 1 (1.1)] 0

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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."	60% of stakeholders - including students, parents, and staff - "Agreed" or "Strongly Agreed" in response to the question "The school is a safe, clean, and positive place that nurtures learning."	EDCOE provides/covers cost of Survey Monkey. $0	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 91.8% of students and 84.8% of parents agree with the statement that the program "The School is a Safe, Clean, and Positive Place that Nurtures Learning."

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 significant changes were made for 19/20.

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 7: Course Access (Conditions of Learning)
                    Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 4.1: Fully implement a new webbased strategic communication platform that is easier to use and manage, more responsive and flexible, and which encourages more two-way communication and/or participation, including providing multiple ways to communicate with families - e.g., email, text, and/or and phone app. **18-19** 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. **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.	4.1: 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, using email, text, and/or and phone app.

Expected	Actual

Metric/Indicator
4.2: 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.

4.2: A 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	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	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, through use of email, text, and/or and phone app.	Parent Square or similar; budgeted at $4.50/student. Base 1893	Parent Square or similar; budgeted at $4.50/student. Base 1610

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain Beehively website/maintenance services.	Maintained Beehively as the website/maintenance service.	Beehively monthly fee. Base $5,269	Beehively monthly fee. Base 4107

Action 3

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Expenditures
Implement Edgenuity Learning Management System.	D2L - $13,181 Edgenuity $10,449 Base 23630	Implemented Edgenuity Learning Management System.	D2L - $13,181 Edgenuity $10,449 Base 24259

Action 4

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Expenditures
Maintain Parent Link communication system (EDCOE provides/pays for)	(EDCOE provides/pays for)	Maintain Parent Link communication system (EDCOE provides/pays for)	Paid for by EDCOE 0

Action 5

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Expenditures
Provide/budget for print, postage, and other associated costs.	Budget for print, postage, and other associated costs. Base $275	Provided/budgeted for print, postage, and other associated costs.	Budget for print, postage, and other associated costs. Base 9970

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 very 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), we are 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 last year with stakeholders regarding quality school indicators. Though the Survey Monkey web platform provided some challenges with regard to disaggregating the data, we have created a work-around using spreadsheets. The resulting/updated survey was successfully given 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.

There is a material difference between budgeted and estimated expenditures in Action 5. This was due to higher than expected photocopying costs due to the purchases of supplemental curriculum that did not include student textbooks.

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 significant changes have been made to this goal.

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.

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 and 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 is helping us 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 able to be proactive in ensuring that our sites are equipped with resources needed to ensure student success, including adopting and implementing new state approved instructional materials, providing extensive professional development, ensuring all students are College & Career Ready, and updating instructional technology and associated tools to ensure all students are successful. As part of this effort, we continue to adopt new, state approved instructional materials.

LCAP will be presented at a public hearing for public review and comment: June 4, 2019
LCAP will be presented to the El Dorado County Board of Education: June 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?

Annual Update 2018-19 and Goal planning for 2018-20:

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 this LCAP planning cycle prior 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 mathematics instructional delivery and analysis of achievement data, with an emphasis on fostering a Growth Mindset (much is applicable to ELA).
- Better Lesson: We have contracted with Better Lesson to support teachers with this one-to-one coaching model.
- Ongoing professional development will be provided to support newly adopted materials and to meet state standards.

ELA:

- Better Lesson: We have contracted with Better Lesson to support teachers with this one-to-one coaching model.
- 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 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.

Additional Support for SpEd Students:

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

Stakeholder Engagement/Communications:
- Implementation of Parent Square
- EDCOE pilot of Catapult emergency communication platform

College & Career:

Advanced Education:
- We will continue to partner with Folsom Lake College in support of advanced education classes, while making additional improvements to the program for our at-risk youth.
- Add new STEM course at CCA/CUP
- Fully complete the shift from teaching French to teaching Japanese. Students visited a sister program in Japan this year.
- Continue to enhance Culinary, Robotics, Maker Space, and Wilderness Adventure courses.
- Add a Drone Operator's course

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

State and/or Local Priorities addressed by this goal:

State 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
Students will be provided standards-aligned instructional materials, including NGSS.	100% of students will be provided standards-aligned instructional materials, including NGSS	100% of students will be provided standards-aligned instructional materials, with the exception of 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.
Facilities will be maintained in good repair by EDCOE as evidenced by facility inspection reports.	Facilities will be maintained in good repair by EDCOE as evidenced by facility inspection reports.	Facilities will be maintained in good repair by EDCOE as evidenced by facility inspection reports.	Facilities will be maintained in good repair by EDCOE as evidenced by facility inspection reports.	Facilities will be maintained in good repair by EDCOE as evidenced by facility inspection reports.
Professional development opportunities for teachers, administrators, & support staff on the new State Standards and associated instructional changes and strategies will be part of a comprehensive professional development plan, including providing effective support for at-risk, foster youth, and EL students, as well as best practices for effective math delivery in a hybrid, independent study program.	80% of instructional staff will participate in professional development meeting State Standards through the use of effective instructional strategies, including providing effective support for at-risk, foster youth, and EL students, as well as best practices for effective math delivery in a hybrid, independent study program.	90% of instructional staff will participate in professional development meeting State Standards through the use of effective instructional strategies, including providing effective support for at-risk, foster youth, and EL students, as well as best practices for effective math delivery in a hybrid, independent study program.	100% of instructional staff will participate in professional development meeting State Standards through the use of effective instructional strategies, including providing effective support for at-risk, foster youth, and EL students, as well as best practices for effective math delivery in a hybrid, independent study program.	100% of instructional staff will participate in professional development meeting State Standards through the use of effective instructional strategies, including providing effective support for at-risk, foster youth, and EL students, as well as best practices for effective math delivery in a hybrid, independent study program.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Sudents enrolled in our programs will benefit from a staff-to-pupil ratio of roughly 20 to 1, which is significantly lower than county or state averages.	Students enrolled in our programs will benefit from a staff-to-pupil ratio of roughly 20 to 1, which is significantly lower than county or state averages.	Students enrolled in our programs will benefit from a staff-to-pupil ratio of roughly 20 to 1, which is significantly lower than county or state averages.	Students enrolled in our programs will benefit from a staff-to-pupil ratio of roughly 20 to 1, which is significantly lower than county or state averages.	Students enrolled in our programs will benefit from a staff-to-pupil ratio of roughly 20 to 1, which is significantly lower than county or state averages.
All students will be provided with the digital tools necessary to access the new state standards, 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]

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

[Add Location(s) selection here]

Actions/Services

2017-18	2018-19	2019-20
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
Maintained approximately a 20 to 1 student to teacher ratio to meet student needs	Maintain approximately a 20 to 1 student to teacher ratio to meet student needs	Maintain approximately a 20 to 1 student to teacher ratio to meet student needs

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	661253	642785	626713
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference		$585,529 Sup/Con $57,256 Base	$577,062 Sup/Con $80,314 Base

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$4,052	$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)

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	Unchanged Action	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	$123,506	$123,506	40186
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	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Facilities will be maintained in good repair.

Unchanged Action

2018-19 Actions/Services

Facilities will be maintained in good repair.

Unchanged Action

2019-20 Actions/Services

Facilities will be maintained in good repair.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	430329	449538	463480
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

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

Unchanged Action

2018-19 Actions/Services

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.

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.

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$20,000	$20,000	6643
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)

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$69,401	$43,488	46254
Source	Base	Base	Base
Budget Reference	Includes instructional technology and online licensing.	Includes instructional technology and online licensing: EDCOE Tech $42,246 HAPARA $792 Drivers' Ed $450	Includes instructional technology and online licensing: EDCOE Tech $42,246 HAPARA $792 Drivers' Ed $450

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)

[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)

English Learners

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)

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	942	589	0
Source	Title III	Title III	Title III
Budget Reference	Budget reflects all Title III ELD monies available.	Budget reflects all Title III ELD monies available.	Budget reflects all Title III ELD monies available.

Action 8

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

Students to be Served:
(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)

English Learners
Foster Youth
Low Income

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

LEA-wide

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

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	128035	106748	124633
Source	Title I-A	Title I-A	Title I-A

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

$626713

Percentage to Increase or Improve Services

11.53%

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

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

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

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

$587,867

Percentage to Increase or Improve Services

12.41%

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

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

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

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds   Percentage to Increase or Improve Services

$674,771   14.92%

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

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

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

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

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

Total Expenditures by Funding Source					
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	1,537,448.00	1,448,146.00	1,537,581.00	1,537,448.00	1,368,200.00	4,443,229.00
	0.00	0.00	0.00	0.00	0.00	0.00
Base	687,599.00	589,209.00	683,718.00	687,599.00	607,655.00	1,978,972.00
Other	99,727.00	85,896.00	59,581.00	99,727.00	9,199.00	168,507.00
Supplemental and Concentration	642,785.00	647,517.00	661,253.00	642,785.00	626,713.00	1,930,751.00
Title I-A	106,748.00	124,633.00	128,035.00	106,748.00	124,633.00	359,416.00
Title II	0.00	0.00	4,052.00	0.00	0.00	4,052.00
Title III	589.00	891.00	942.00	589.00	0.00	1,531.00

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

Total Expenditures by Object Type

Object Type	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	1,537,448.00	1,448,146.00	1,537,581.00	1,537,448.00	1,368,200.00	4,443,229.00
	1,537,448.00	1,448,146.00	1,537,581.00	1,537,448.00	1,368,200.00	4,443,229.00

* 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	1,537,448.00	1,448,146.00	1,537,581.00	1,537,448.00	1,368,200.00	4,443,229.00
		0.00	0.00	0.00	0.00	0.00	0.00
	Base	687,599.00	589,209.00	683,718.00	687,599.00	607,655.00	1,978,972.00
	Other	99,727.00	85,896.00	59,581.00	99,727.00	9,199.00	168,507.00
	Supplemental and Concentration	642,785.00	647,517.00	661,253.00	642,785.00	626,713.00	1,930,751.00
	Title I-A	106,748.00	124,633.00	128,035.00	106,748.00	124,633.00	359,416.00
	Title II	0.00	0.00	4,052.00	0.00	0.00	4,052.00
	Title III	589.00	891.00	942.00	589.00	0.00	1,531.00

* 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	1,386,654.00	1,315,662.00	1,437,518.00	1,386,654.00	1,307,909.00	4,132,081.00
Goal 2	110,146.00	92,538.00	70,000.00	110,146.00	20,000.00	200,146.00
Goal 3	9,581.00	0.00	9,581.00	9,581.00	9,199.00	28,361.00
Goal 4	31,067.00	39,946.00	20,482.00	31,067.00	31,092.00	82,641.00

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