

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

[LCFF Evaluation Rubrics](#) [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

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2017-20 Plan Summary

THE STORY

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

California Pacific Charter Schools

Mission Statement

Our mission is to create a diverse and individualized learning environment that supports every student and strengthens relationships between families, programs, authorizers, and the community. With a strong foundation of award winning educator experience, we provide organizational and professional support to charter programs so that they can focus on creating customizable learning for any student.

California Pacific Charter Schools is an independent study charter school with its main office in Newport Beach, California. The school is chartered through Warner Unified School District in San Diego County. Students in this school reside San Diego, Imperial, Riverside, and Orange Counties.

CPCS will harness the power of a flexible learning environment and modern educational technology to serve learners with diverse backgrounds and goals who seek an education alternative that stimulates and supports independent learning. Through the power and flexibility of its standards-based online and home study curriculum, combined with superior individualized support, CPCS will provide an inspirational learning environment with enriched and rigorous academics and high standards to empower students to become self-motivated and competent life-long learners who will make a positive impact in their communities.

CPCS serves a diverse community of students and parents due to the nature of independent

study. CPCS offers a Cal Pac online 6th – 12th grade option and two independent Home Study Models of education: Excel Academy and Sage Oak (TK-12th). Parents' purchase approved educational materials and services using instructional funds provided by CPCS. Together with a teacher, student's work through grade level, state standards with pre-approved curriculum options. Families' meet monthly with the teacher to provide work samples that show evidence of the scholastic progress being made.

The Cal Pac online option is for families looking for a more packaged curriculum and teacher-supported environment. Online teachers are available to students synchronously and asynchronously by phone, email, instant message, and in the virtual classroom. Students log in to their Learning Management System to access their online work, and teachers grade, give feedback, and provide —live session lectures and support in virtual classrooms throughout the week.

Accomplishments

In 2015-2016, CPCS was the second school in the nation to offer the AVID (Advancement Via Individual Determination) elective course. CPCS also offered the introductory course for 2 CTE pathways: Business and Information Technology. Further, we established an extensive UC a-g course list for the 2016-2017 school year.

For 2016-2017, CPCS has expanded AVID into High School, now offering the AVID elective to 7-10th grades. We expanded our course catalog to offer Honors courses, and are looking to add AP courses beginning with the 2017-2018 school year. CPCS is setting higher standards in hopes of graduating more students who are college and career ready as evidenced through students graduating with A-G requirements met and/or who have completed a CTE pathway.

2015-2016 was our 4th year servicing students in Southern California, and a year of unprecedented growth for the program. Between December 2015 and July 2016, we saw a 44% increase in student population. As a result, one of our primary goals was to effectively train new and returning staff to effectively service an increased student load. Stronger guidelines and clearer policies were deliberately developed during this period in order to provide an even more stable and effective learning environment for our growing student population, including emergency procedures and a more detailed student & parent handbook.

Our goal is to effectively train and foster a new generation of Education Specialists. Our teaching staff has nearly doubled, from 38 to 68 over the course of the 2016-2017 school year. We strive to instill energy for self-improvement and a broad, effective knowledge of the flexibility and requirements of its services in all new staff for the betterment of our student population.

LCAP HIGHLIGHTS

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

Goal 1 Student Learner Outcomes

Metrics:

- Curriculum Assessments (CAASPP, LCFF Evaluation Rubrics)
- Local school-wide assessments
- I Ready diagnostic benchmark assessments

Major Actions:

- Continue evaluation of students' academic performance
- Continue monitoring EL, LI, FY, SWD for proficiency
- Continue 100% access to materials/learning experiences aligned to state standards
- Training/Professional Development on use of rubrics, achievement data, and targeted interventions
- Training/Professional Development on ELD Instruction, SDAIE, EL Master Plan, reclassification
- Training/Professional Development teaching students with disabilities, on successful strategies and Intervention practices that produce large outcomes

Goal 2 Positive School Climate and High ADA

Metrics:

- Attendance Rates
- Stakeholder Connectedness Survey Results

Major Actions:

- Guidance Counselor
- Credit Recovery Options
- Highly Qualified teachers

Goal 3 Establishing Connections and partnerships to increase engagement and involvement, to support learning and achievement

Metrics:

- Stakeholder Parent Participation Survey Results
- Stakeholder Safety and Satisfaction Survey Results

Major Actions:

- Meaningful and transparent communication
- Parent input opportunities
- Parent training and workshops
- EL Master Plan training (ELD placement, ELD progress, Reclassification)
- Translated notices, reports, statements

Goal 4 College and Career Readiness and Career Technical Education

Metrics:

- Graduation Rates
- AP Courses and Exams
- UC/CSU Course Enrollment

Major Actions:

- College and Career Readiness Program
- Career Technical Opportunities
- AVID
- CAASPP Preparation
- Intersession option

REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

GREATEST PROGRESS

The California Pacific Charter stakeholder survey input indicates that 92% of our student and parent stakeholders feel safe, valued, and respected. We will build upon our high rate of student and parent connectedness by providing translated notices, reports, and documents for EL parents or guardians. (3.8)

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

GREATEST NEEDS

The California Pacific Charter LCFF Evaluation Rubric indicates “**LOW**” performance in ELA and Math for ALL students. We will provide teacher professional development on the use of rubrics and student achievement data to inform instruction. (1.4)

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

PERFORMANCE GAPS

None

INCREASED OR IMPROVED SERVICES

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

To improve services for English Learners, an English Learner Master Plan was created to ensure that instructional services are provided to pupils with limited English proficiency in conformity with federal requirements that are designed to ensure that all pupils have reasonable access to educational opportunities necessary for the pupils to achieve at high levels in English and in other core curriculum areas of instruction (SB1109).

- Teacher, staff, and parent training/professional development on the EL Master Plan, ELD instruction, SDAIE strategies, ELD progress and reclassification will be provided. (1.5) (3.4) (EL)
- Notices, reports, statements or records sent to a parent or guardian will be translated as needed. (3.8) (EL)

AVID teaches skills and behaviors for academic success and is considered an essential strategy for closing the achievement gap, making college access and success available to all students (avid.org).

- Community Collaborative will maintain AVID and/or AVID elective classes for middle/high school students. (4.4) (All Students includes EL, FY, LI)

Low-income students are four and a half times more likely to dropout of high school, and even those that are academically proficient are far less likely to complete college. Programs must be implemented in a way that takes into account flexible scheduling...increasing engagement and successful completion (The Science of Learning, 2016).

- Provide high quality instruction and curriculum that promotes college and career readiness with academic interventions (4.3). (All Students includes EL, FY, LI)
- Develop a comprehensive college and career readiness program for middle and high school students that helps align student strengths and interests to post-secondary goals; Increase Career Technical opportunities (CDE) to prepare students for the 21st century workforce and global competencies (4.1) (All Students includes EL, FY, LI)
- Ensure all students have opportunity for intensive CAASPP preparation specifically low income, EL, Foster Youth students and students with disabilities. (4.5) (LI, FY, EL, SWD)

We will establish connections and partnerships with our families and community to increase engagement, involvement, ensure safety and satisfaction to support student learning and achievement. (Goal 3) (All Students includes EL, FY, LI)

BUDGET SUMMARY

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

DESCRIPTION

AMOUNT

Total General Fund Budget Expenditures for LCAP Year	\$13,451,518.18
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Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year

\$12,336,732.63

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

\$1,114,785.55 is allocated to other expenses such as insurances, rent consultants, accounting fees, legal services and other operating expenses. Projected to have a positive balance plus reserves for the following school year.

\$14,649,927.08

Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2016–17

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

<h2 style="margin: 0;">Goal 1</h2>	<p>Raise student academic performance for students in TK-12th grade.</p>
	<p>Maintain or increase grade level proficiency in core content areas for all students by providing resources to allow them to access and master grade level Common Core State Standards. Core content areas refer to courses in ELA, math, history and science. A student is proficient when they perform at grade level based on state assessments CAASPP and/or the Smarter Balanced Assessment. Subgroups: Increase the percentage of students with disabilities that are considered proficient in ELA/math CAASPP by 2% each year. Increase the percentage of unduplicated count students that are considered proficient in ELA/math CAASPP by 2% each year.</p>

State and/or Local Priorities Addressed by this goal:

STATE	X1	X2	3	X4	X5	6	x7	x8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10				
LOCAL	_____							

ANNUAL MEASURABLE OUTCOMES

EXPECTED

CPCS will work to meet or exceed state targets as it relates to proficiency in CAASPP (Smarter Balanced Assessment) in both ELA and Math by 2% each year.

Based on baseline data, students with disabilities, low income, foster youth and EL pupils will increase proficiency on the math and ELA CAASPP by 2%.

CPCS will also increase student course completion by 2% each year.

In its first year, CPCS will evaluate students' levels of performance. The charter will continue to align curriculum with the California Common Core State Standards and provide current and up to date professional development to ensure that our highly qualified teachers

ACTUAL

CAASPP Baseline Data

California Pacific Charter School- ELA

ALL: 3rd, 48%; 4th, 42%; 5th, 44%; 6th, 35%; 7th, 57%; 8th, 48%; 11th, 54%

Below:

SWD: Only Overall available: 50%

Socio Econ: 3rd, 45%; 4th, 25%; 5th, 54%; 6th, 34%; 7th, 55%; 8th, 50%; 11th, 47%

FY: N/A

ELs: Only Overall available: 8%

California Pacific Charter School- Math

ALL: 3rd, 48%; 4th, 42%; 5th, 44%; 6th, 35%; 7th, 57%; 8th, 48%;

have the training they need to successfully teach and support the Common Core standards. We will gather data from the CAASPP assessment for all students and specifically for students with disabilities, foster youth, low income, and EL pupils to determine proficiency based on the Common Core standards.

11th, 54%

Below:

SWD: Only Overall available: 28%

Socio Econ: 3rd, 39%; 4th, 8%; 5th, 19%; 6th, 19%; 7th, 28%; 8th, 20%; 11th, 23%

FY: N/A

ELs: Only Overall available: 0%

California Pacific Charter School

DASHBOARD - BASELINE CAASP ELA AND MATH DATA ELA

All Students (273): Low, 12.1 points below level 3

ELs (4): *less than 11 students, not reported for privacy reasons (incl reclass)

ELs Only (2): *less than 11 students, not reported for privacy reasons

FY N/A

Socio Econ (143): Low, 9.2 points below level 3

SWD (23): Low, 28.2 points below level 3

MATH

All Students (279): Low, 49.1 points below level 3

ELs (4): *less than 11 students, not reported for privacy reasons (incl reclass)

ELs Only (2): *less than 11 students, not reported for privacy reasons

FY N/A

Socio Econ (144): Low, 48.2 points below level 3

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

Evaluate students' levels of academic performance based on initial local assessment results.

Conduct formal and informal assessments throughout the school year.

Examples of assessments are:

- Graduation checks
- Algebra EOC (End Of Course assessment)
- Math Placement Assessment
- Literacy Intervention Assessment
- K-2 assessments in Foundational Reading and Math
- Diagnostic assessments
- Progress monitoring assessment tools - English Language Development assessment tools
- Interim assessments (Benchmarks) aligned to the Common Core State Standards in ELA and Math
- Local school-wide assessments

ACTUAL

CAL PACS: Students at CalPac are evaluated through multiple measures which include various formative and summative assessments given through their courses.

- Teachers pull reports that show individual and group performance on various assessments and customize and tailor instruction to struggling students based on assessment results.
- Each high school student receives a personal graduation plan, and students have access to their transcript and 4-year plan through their student login.
- Staff are trained at biweekly staff meetings where we discuss instructional methods, increasing student depth of knowledge, special education support, MTSS support, SST implementation, cross curricular integration, school-wide safety plans, strategies for improving student attendance, strategies for Credit Recovery and at-risk student interventions.

Sage Oak:

Local School-wide Assessments:

Student's academic performance on the local assessment was reviewed upon the completion of the pre-assessment window, or after they complete the assessment if enrolling late in the year.

- The results are discussed with the parent,

Actions/Services

and possibly student. If there are concerns, they are addressed and discussed.

- If there are serious concerns regarding academic performance, the parent/TF may request an SST to take place.
- An Intervention Program is offered to the lowest of students in reading and mathematics.

Graduation Checks:

- Mid-semester progress reports are completed for all high school students to ensure they are on track for graduation and course completion requirements.
- TFs and Guidance Team check each student's transcript several times during the school year.

Learning Period Meetings

- Teachers meet monthly with students to ensure they are progressing towards standards and improving academically.

EXCEL: Excel students are regularly evaluated every twenty school days through ES meetings, reviewing the body of work, and through feedback and suggestions for maximizing learning with parent and student. Kindergarten through second grade students is given an early literacy assessment.

- Excel students in grades second through eleventh are administered the iReady diagnostic benchmark assessments in both math and reading twice a year and the proficiency of the standards are reviewed and measured.
- Targeted instruction is provided through iReady. High school students take end of the unit exams.

Expenditures

BUDGETED
 Purchasing Charter- Wide assessment tools.

Funding Source:
 PCSGP Grant **\$10,000**
 LCFF Unrestricted:
\$15,000

Expenditure Summary: Books/Supplies **\$25,000**

ESTIMATED ACTUAL
 Purchasing Charter- Wide assessment tools.

Funding Source:
 PCSGP Grant
 LCFF Unrestricted:

Expenditure Summary: Books/Supplies

Action

2

Actions/Services

PLANNED
 CPCS will identify and make available curriculum that is aligned to the Common Core State Standards.

The design and implementation of curriculum is a critical component of the alignment of content and instruction to the Common Core State Standards, as well as development of multiple channels, pathways and models assisting students in completing the standards aligned content. Focusing on:

- Online courses, credit recovery, and core programs
- Supplemental curriculum and materials supporting Common Core State Standards
- Content design lessons
- Extended school year
- Digital curriculum aligned to Common Core State Standards
- Service vendors offering educational opportunities across

ACTUAL
CAL PACS: Courses are online, grade level common core aligned, and address the needs of the student: credit recovery for students deficient in credits; regular college-prep courses for students who are college or career bound; and honors courses for students who are advanced.

Students are referred to the Track A program for credit recovery or course advancement as needed.

Sage Oak:
K-8 Students:
 Have access to a variety of standards-based curriculum. Parents can choose the best curricula to fit the learning styles, academic needs, and educational plan of the student, thus allowing the student to be successful. Curriculum is offered via online platforms/vendors, textbook-based, classroom-like settings, or experiential learning.

HS Students:

geographical area

Have access to a variety of standards-based curriculum. Parents can choose the best curricula to fit the learning styles, academic needs, and educational plan of the student, thus allowing the student to be successful. These are the following course type options:

Sage Oak HQT course: Students may choose a Sage Oak Highly Qualified Instructor course. These courses are facilitated by our HQ (Highly Qualified) high school teachers and provide a recommended text, pacing guide, grading rubric and syllabus. There is no cost in instructional funds for these courses. However, texts and materials may be required and may be ordered using instructional funds.

Online course: Students, in collaboration with the TF and parent, may choose their course curriculum from the Vendors. Please refer to this comparison chart for more information. Online course access information.

Community College course: Please refer to the community college's website for information on their requirements for high school student concurrent enrollment.

Personalized course - With HQT oversight: - Parents may create a personalized (non a-g) course. Courses must: Meet Common Core Content standards and be approved by the HQT. There is no cost in instructional funds for these courses. However, texts and materials may be required and may be ordered using instructional funds.

EXCEL:

The implementation of the "Course of Study" was very effective in providing a visual for the parent and ES to determine if the curriculum design is tailored for optimal student learning.

Creating curriculum toolkits for each grade level, provided support for families and ES in choosing quality, parent friendly, curriculum that is both appropriate and rigorous to meet the core standards.

Expenditures

	<p>Supplemental online curriculum, Dreambox, IXL, and Brainpop, provided students with additional opportunities to practice skills learned for mastery. Excel utilized technology to benefit our students and families. By offering webinars, the parent and students were provided information covering a vast expanse of topics from high school requirements to anxiety</p>
<p>BUDGETED Purchasing Charter Wide Curriculum: \$2,500,000</p> <p>Funding Source LCFF Unrestricted \$2,400,000</p> <p>Start-Up Grant \$100,000</p> <p>Expenditure Summary: Books and Supplies: \$1,250,000</p> <p>Other operating expense \$1,250,000</p>	<p>ESTIMATED ACTUAL Purchasing Charter Wide Curriculum:</p> <p>Funding Source LCFF Unrestricted</p> <p>Start-Up Grant</p> <p>Expenditure Summary: Books and Supplies:</p> <p>Other operating expense</p>

PLANNED

Professional development of teaching staff will be conducted reflecting the priorities and topics below, which support the implementation of Common Core State Standards and the state's priorities as identified by the State Board of Education and California Department of Education. Priority topics include:

- *Supporting English Language Learners using research based strategies and curriculum*
- *Common Core State Standards English Language Arts, mathematics, NGSS, and supplemental programs*
- *Response to Instruction and Intervention (RtI2)*
- *Effective use of technology for learning*
- *Assessment of student progress*
- *Writing, Speaking, and Listening Standards*
- *Content standards integration*
- *Integration of the Arts*
- *Strategies for students with disabilities in the independent study model*
- *Strategies for English Learners in the independent study model*
- *Implementation of Safety Plans*
- *Standards-Focused professional development improving instructional capacity in all content areas*
- *Strategies to support students and minimize number of student dismissals/involuntary withdrawals*

ACTUAL

California Pacific Charter
Professional Development Days (# of school days (from SARC)
2015-2016: 8 days
2016-2017: 8 days

CAL PAC:

- Professional Development is ongoing for staff at CalPac. Before the school year staff are training in plagiarism software SIS, LMS, AVID, best practices in homeroom (independent study), a-g, graduation requirements, and technology.
- Throughout the year, staff receives ongoing development in professional learning communities where the topic is curriculum development and standards alignment.
- Staff are trained at biweekly staff meetings where we discuss instruction methods, increasing student depth of knowledge, special education support, MTSS support, SST implementation, cross curricular integration, school-wide safety plans, strategies for improving student attendance, strategies for Crec Recovery and at-risk student interventions.

Sage Oak Professional Development:

- Monthly training on NGSS at in-person Regional Meetings

- Growth Mindset training for Staff/TFs at in-person Regional Meetings
- Guidance updates for graduation and high school success at in-person Regional Meetings
- Progress Improvement Plan at in-person Regional Meetings
- Assessment - August School Wide in-person meeting; these training have been effective in keeping our teachers informed and better able to serve their students.

EXCEL:

- Excel teachers receive extensive training in learning to support students and families to achieve academic success.
- Excel teachers received training in how to effectively work with families and students coming from a variety of educational philosophies to achieve the core standards.
- Professional development in curriculum toolkits, which align to common core standards, was also provided to teachers.
- Teachers received training in utilizing iReady testing and using the platform for targeted instruction.
- Excel Academy's Leadership Team and teachers participated in professional development trainings of i-Ready's Math and Reading Diagnostic Assessments and Instruction.

Expenditures



- The growth of EL students is determined by the completion and accuracy of coursework, benchmark assessments, participation in verbal discussions during learning period meetings, and CAASPP state assessments, as well as the scores determined on the CELDT exam. The ultimate goal is to see each EL student reach redesignation and become Fluent English Proficient.

BUDGETED

Professional Development: **\$35,000**

Funding Source:

\$15,000

LCFF/ General Fund

\$20,000 Start-up Grant

Expenditure Summary:

Other operating expenses: **\$30,000**

Book/Supplies: **\$5,000**

ESTIMATED ACTUAL

Professional Development:

Funding Source:

LCFF/ General Fund

Start-up Grant

Expenditure Summary:

Other operating expenses:

Book/Supplies:

4

PLANNED

Targeted interventions for students struggling to meet grade level proficiency will be provided.

After reviewing student assessment data, we will provide targeted interventions for students who are struggling to meet grade level proficiency through

RtI Process

Purchase and use of various types of curriculum

Tutor support from approved vendors

ACTUAL

CAL PAC: Students at CalPac have access to college preparatory courses or honors courses. They are delivered in either a traditional class (with weekly live sessions) or as credit recovery courses (in which students can work faster, focusing on 1-2 courses at a time).

CalPac offers General Math and Math 8 Fundamentals for students who need remediation in Math in order to access the grade level courses.

Teachers can insert remedial assignments into the curriculum to bridge the gaps in knowledge in order for students to access grade level content.

Additionally, all students can sign up for small group or individual tutoring in any course.

Sage Oak: Students in grade 7-12 have access to our Assistant Director, Guidance Counselor to meet to plan out courses, graduations plans, and curriculum.

All parents and TFs have access to our Assistant Director, Curriculum Director to discuss curriculum needs and resources.

TFs have been trained on the Rti/SST process and have been using it for students that are struggling to meet standards. The school has also started an RTI process this year of targeting specific students

for intervention.
Our SST process may contain time management training for the parent/student if the student is struggling to complete their work.
We also provided recorded trainings for parents to view on "best practices" for scheduling their day and week to ensure completion of coursework.
All of these have proven to be effective.
EXCEL:

BUDGETED
Purchasing on-line curriculum and approved vendor hire
\$50,000
Funding Source:
LCFF Unrestricted \$50,000
Expenditure Summary:
Books and Supplies
\$20,000
Other operating expense
\$30,000

ESTIMATED ACTUAL
Purchasing on-line curriculum and approved vendor hire
Funding Source:
LCFF Unrestricted
Expenditure Summary:
Books and Supplies
Other operating expense

Expenditures

Action

5

Actions/Services

PLANNED
Hire and retain multiple subject and single subject, highly qualified, certificated TK-12

ACTUAL
CAL PAC:

teachers to support our wide geographic region.

All multiple subject and single subject highly qualified teachers were retained during the 2015-2016 school year. CalPac added a highly qualified math teacher (hired 7/1/16) to support students with lower class sizes in math.

Sage Oak:

- Brought on a hiring coordinator to review all applications on an ongoing basis.
- Coordinator ensures that applicants are properly qualified and vetted prior to moving on in the hiring process
- Teacher Support Services and Hiring Coordinator work together to monitor assigning list and areas of need to hire a teacher

This has been effective as we have been able to fill any needs as they arise.

EXCEL: All of our teachers are highly qualified in their assigned content area. They are encouraged to participate in additional training and professional development to remain up to date on current educational trends and philosophies in their content area.

Excel Academy has grown from 38 to 68 Education Specialists since the beginning of the 2016-17 year, with an Employee retention rate of 97%

Expenditures

BUDGETED

Certificated Personnel Salaries;
\$3,800,000

Funding Source

LCFF Unrestricted \$3,800,000

Expenditure Summary:

Salaries & Benefits;
\$3,800,000

ESTIMATED ACTUAL

Certificated Personnel Salaries;

Funding Source

LCFF Unrestricted

Expenditure Summary:

Salaries & Benefits;

Action

6

Actions/Services

PLANNED

Maintain and hire highly qualified classified employees to ensure students have a high quality education.

ACTUAL

CAL PAC:

In 16-17, CalPac hired a Guidance Technician to support student enrollment, providing technical support in getting students enrolled in the student information system, as well as providing a weekly orientation for all new students. CalPac also hired a Special Education Assistant to assist with IEP scheduling, attendance, and other clerical duties within the SPED department.

Expenditures

	<p>Sage Oak:</p> <ul style="list-style-type: none"> • Brought on a hiring coordinator to review all applications on an ongoing basis. • Coordinator ensures that applicants are properly qualified and vetted prior to moving on in the hiring process <p>This has been effective as we have been able to fill any needs as they arise.</p> <p>EXCEL: An effective hiring process to maintain and higher highly qualified certificated and classified employees is followed. Excel Academy has grown from 38 to 68 Education Specialists with an Employee Retention rate of 97%.</p>
<p>BUDGETED Classified Personnel Salaries;</p> <p>Funding Source: Unrestricted \$50,000</p> <p>Expenditure Summary: Salaries & Benefits; \$50,000</p>	<p>ESTIMATED ACTUAL Classified Personnel Salaries;</p> <p>Funding Source: Unrestricted</p> <p>Expenditure Summary: Salaries & Benefits;</p>

Action

7

Actions/Services

<p>PLANNED To evaluate course completion rate at CPCS.</p> <p>Offer support to students as needed,</p>	<p>ACTUAL CAL PAC: All students meet with a Guidance Counselor upon enrollment at Cal Pac. After a transcript analysis is complete, students (and parents) receive a</p>
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including, but not limited to, meeting with guidance director, meeting with curriculum director, RtI Process, and time management training with student/parent.

comprehensive graduation plan, which lists all courses a student needs to complete high school graduation requirements (or college entrance requirements depending on the student's postsecondary goals).

All students and parents receive orientation and ongoing student and parent training presentations (and recordings). All students receive individual interventions at varying levels of MTSS support. If a student's needs are not met with lower level interventions, a student is referred to an SST.

Sage Oak:

Students in grade 7-12 have access to our Assistant Director, Guidance Counselor to meet to plan out courses, graduations plans, and curriculum.

All parents and TFs have access to our Assistant Director, Curriculum Director to discuss curriculum needs and resources.

TFs have been trained on the Rti/SST process and have been using it for students that are struggling to meet standards. The school has also started an RTI process this year of targeting specific students for intervention.

Our SST process may contain time management training for the parent/student if the student is struggling to complete their work.

We also provided recording trainings for parents to view on "best practices" for scheduling their day and week to ensure completion of coursework.

	<p>All of these have been shown to be effective.</p> <p>EXCEL: When students experience difficulty in completion of their coursework, the Education Specialist will issue a Progress Improvement Notification. Students who fail to show academic progress as described in the attendance policy (see pages 33-35 of the Student/Parent Handbook) will be provided additional support through the following process.</p>
<p>BUDGETED No Cost</p>	<p>ESTIMATED ACTUAL No Cost</p>

Expenditures

Action

8

<p>PLANNED The charter will monitor low-income pupils, foster youth, English Learners, and students with disabilities using existing staff, for proficiency on state and local assessments to ensure academic success or refer to the SST or IEP team in the event the student is struggling academically.</p>	<p>ACTUAL CAL PAC All students, low-income, foster youth, English Learners, and students with disabilities, are evaluated based on academic performance, including test scores, credit earned, grades, etc.</p> <ul style="list-style-type: none"> • Students who are low performing are identified and offered supports, including credit recovery, tutoring, and frequent check ins. • All students, low-income, foster youth, English Learners, and students with disabilities, have access to online note taking features, text to speech, closed captioning, dictionary and calculator tools within the
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Actions/Services

curriculum.

- Students who are low performing or who do not respond to increasing levels of direct and indirect supports may be referred to an SST team, and possibly on to the SpEd department for evaluation.

Sage Oak:

Low income, foster youth, EL: Student local assessments and state assessments are reviewed and SST is offered if struggling.

Students with disabilities are monitored through ongoing IEP processes.

This has been shown to be effective and we are hoping to see more growth.

EXCEL:

- Excel Academy’s Education Specialists and staff will continue to monitor proficiency of all students, including low-income pupils, foster youth, English Learners, and students with disabilities in order to ensure academic success. Students who are struggling academically and show non-proficient results on i-Ready benchmark assessments and state mandated tests, will be closely monitored with the possibility of referral to the School Support Team (SST) or Special Education Team.
- The growth of EL students is determined by the completion and accuracy of coursework, benchmark assessments, participation in verbal discussions during learning period meetings, and CAASPP state assessments, as well as the scores determined on the CELDT exam.

Expenditures

BUDGETED
No Cost

ESTIMATED ACTUAL
No Cost

ANALYSIS

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.

The California Pacific Charter leads have demonstrated the incorporation of the action steps in the program’s educational practice; however, it has also been noted the need for professional development and training for teachers, staff and parents to improve the effectiveness of some action step services in LCAP 2017-2018.

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

**California Pacific Charter
CAASP ELA AND MATH DATA**

DASHBOARD - BASELINE

ELA

All Students (273): Low, 12.1 points below level 3
ELs (4): *less than 11 students, not reported for privacy reasons (incl reclass)
ELs Only (2): *less than 11 students, not reported for privacy reasons
FY N/A
Socio Econ (143): Low, 9.2 points below level 3
SWD (23): Low, 28.2 points below level 3

MATH

All Students (279): Low, 49.1 points below level 3
ELs (4): *less than 11 students, not reported for privacy reasons (incl reclass)
ELs Only (2): *less than 11 students, not reported for privacy reasons
FY N/A
Socio Econ (144): Low, 48.2 points below level 3

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Goal #1 will be rewritten/modified to focus on the improvement of student performance in ELA and Math. Action steps and expected annual measurable outcomes rewritten/modified.
1.4 Professional development and ongoing trainings and discussions on the creation and use of rubrics and student academic achievement data to inform instruction and identifying effective targeted interventions for students struggling to meet grade level proficiency will be planned and provided. Follow Up: *PD effectiveness survey and results reviewed/follow through (WASC) (All Students)*

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	<p>Maintain a high rate of ADA at 95% or higher or increase ADA by 2% each school year until reaching 95% or above.</p> <p>Increase graduation rate by 2% each year.</p> <p>Maintain a 0% expulsion rate.</p>
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State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

From the 2015-2016 baseline, increase student average daily attendance rates by 2% annually
 Decrease students with chronic absenteeism by 2%
 Decrease student suspension rates by 0.5%
 Maintain a 0% expulsion rate within the charter

ACTUAL

From the 2015-2016 baseline, increase student average daily attendance rates by 2% annually. (From www.ias.cde.ca.gov/lcffsnapshot)

2015-2016, ADA
 K-3, 307.73
 4-6, 192.73
 7-8, 113.20
 9-12, 265.86
 Unduplicated Pupil Percentage is 52.54%

2016-2017, ADA
 K-3, 573.69
 4-6, 405.38
 7-8, 196.83
 9-12, 289.12
 Unduplicated Pupil Percentage is 33.30%

0% Suspensions

0% Expulsions

ACTIONS / SERVICES

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

Action **1**

Actions/Services

PLANNED
 Credit Recovery options will be offered for students who are credit deficient, including but not limited to, Edgenuity and Apex credit recovery programs.

ACTUAL
CAL PAC: CalPac currently has about 70% of high school students enrolled in credit recovery courses. Students have the opportunity to recover credits each semester by working at a faster pace to move through the curriculum, utilizing the teacher and counselor supports that are offered to them (including weekly check ins, tutoring, and a graduation plan).

Sage Oak:
 Students, who need credit recovery courses, are enrolled in these specific courses through our approved vendors. Students have been able to complete the courses and get back on track for graduation.
EXCEL:

Expenditures

BUDGETED
 Credit Recovery Curriculum
\$15,000

Funding Source: LCFF Unrestricted
Expenditure Summary:

ESTIMATED ACTUAL
 Credit Recovery Curriculum

Funding Source: LCFF Unrestricted
Expenditure Summary:

Books & Supplies; Unrestricted
\$15,000

Books & Supplies; Unrestricted

Action

2

PLANNED

Offer CAASPP support and graduation requirements support with tutoring, counseling, and additional supports.

ACTUAL

CAL PAC: CalPac offers CAASPP support through live sessions. Teachers give sample questions and structure lessons with CAASPP sample questions embedded as warm up or exit ticket questions.

CalPac offers graduation support through annual graduation plan meetings for all students. Students receive a detailed report (annually) of all classes that must be completed in order to fulfill graduation requirements.

Sage Oak: Our students have support of tutoring if they are low performing, one or more grade levels below. Our students also have access to our guidance director for course planning and counseling.

EXCEL: All Excel students are provided with the necessary website information to access the CAASPP practice tests in English language arts, mathematics and science provided by the California Department of Education.

Education Specialists encourage all students in participating grade levels to utilize the practice tests as a means to become familiar with the tools embedded in the system and learn to navigate the assessments in advance.

Actions/Services

Expenditures

BUDGETED
 CAASPP Support
\$40,000

Funding Source: LCFF Unrestricted

Expenditure Summary
 Books & Supplies; **\$30,000**

Certificated
 Personnel Salaries; Salaries & Benefits;
 Unrestricted **\$20,000**

ESTIMATED ACTUAL
 CAASPP Support

Funding Source: LCFF Unrestricted

Expenditure Summary
 Books & Supplies;

Certificated
 Personnel Salaries; Salaries & Benefits; Unrestricted

Action

3

Actions/Services

PLANNED

Prepare for an intersession option for students to make up missed credits.

ACTUAL

CAL PAC:
 Students in need of credit remediation are placed in the Credit Recovery program. Guidance counselors recommend summer options on an as needed basis.

Sage Oak: Students may take summer courses through approved vendors that offer teacher support, or through community college concurrent enrollment.

EXCEL: Students are provided the opportunity to get ahead in graduation requirements through Track A Summer Learning.

Expenditures

BUDGETED
 Intersession
\$35,000

Funding Source: LCFF Unrestricted

Expenditure Summary

ESTIMATED ACTUAL
 Intersession

Funding Source: LCFF Unrestricted

Expenditure Summary

Books & Supplies; \$5,000
Certificated
Personnel Salaries; Salaries & Benefits; Unrestricted
\$30,000

Books & Supplies;
Certificated
Personnel Salaries; Salaries & Benefits; Unrestricted

Action

4

PLANNED
Student attendance is directly related to student success; here are steps we will ensure happen to support improved student attendance.

- Parent notification of a child not completing assignments
- Accountability plan completed by a credentialed teacher
- RtI is set up for students who are not meeting the requirements of the independent study contract and are not achieving
- Removal from the voluntary independent study program may be suggested
- Educate parents on online course student completion, grading, and evaluation.

ACTUAL
CAL PAC:
CalPac has an effective attendance policy. Students and parents are given three or more warnings via phone and email after students miss 3, 5, 10, and 15 days of school. Students are also warned if they are attending school with no work product (logging in without completing work.) After a series of increasing outreach, students are placed on an attendance contract, which is signed by the student, parent, teacher, attendance coordinator, and principal. Once on contract, if students miss school, they are administratively withdrawn from the program.

Sage Oak: We have set up a Progress Improvement Process and this has been very effective in helping the student to complete the work and get back on track. It has also identified those students who may be better supported with another program.

EXCEL: Administrators/Counselor/Educational Specialist direct, and support all programs and activities related to Response to Intervention (RTI) English learners, and other special projects for

Actions/Services

Expenditures

	struggling ELs, Low-Income, and Foster Youth. Student's progress is monitored using cumulative file, assessment records, reports from ESs and parent to develop appropriate early interventions to meet the academic and social-emotional needs of at-risk students.
BUDGETED No Cost	ESTIMATED ACTUAL No Cost

ANALYSIS

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.

The California Pacific Charter leads have demonstrated the incorporation of the action steps in the program’s educational practice.

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

From the 2015-2016 baseline, increase student average daily attendance rates by 2% annually. (From www.ias.cde.ca.gov/lcffsnapshot)
2015-2016, ADA
K-3, 307.73
4-6, 192.73
7-8, 113.20
9-12, 265.86
Unduplicated Pupil Percentage is 52.54%

2016-2017, ADA
K-3, 573.69
4-6, 405.38
7-8, 196.83
9-12, 289.12
Unduplicated Pupil Percentage is 33.30%

0% Suspensions
0% Expulsions

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 LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Goal #2 will be rewritten/modified to promote a high ADA rate by focusing on improving student engagement and climate outcomes.
2.3 **EXCEL:** Purchase technological devices and provide professional development to promote student engagement and develop 21st century skills and support access to classroom instruction for all students.
2.4 Frequent contact with parents in order to update them on student progress and notify them of events.

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

<h2 style="margin: 0;">Goal 3</h2>	<p>Clearly involve parents and community members in decision-making at the program and charter levels. Provide connections between the community and school so as to foster investment in education and provide meaningful transparent communication with all stakeholders. Ensure that parents, students and teachers feel that our schools are providing a safe, positive environment for our students to learn.</p>
--	--

State and/or Local Priorities Addressed by this goal:

STATE	1	2	X3	4	5	X6	7	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10				
LOCAL	_____							

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Baseline- gather the data from the parent/student surveys, amount of parents who took the survey, satisfaction rate, and attendance of parent workshops.

Gather data on middle school drop out rate.

Increase the percentage of students who stay in high school and middle school by 2% from the 2015-2016 baseline.

ACTUAL

California Pacific Charter 238 survey participants, 92.2% feel safe, valued and respected, 90% satisfaction rate

Cal Pac: 71 survey participants, 91.5% feel safe, valued and respected; 90% satisfaction rate

Sage Oak: 11 survey participants, 91% feel safe, valued and respected; 85% satisfaction rate

EXCEL: 156 survey participants, 94.2% feel safe, valued and respected; 94% satisfaction rate

ACTIONS / SERVICES

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

Action **1**

Actions/Services

Expenditures

<p>PLANNED Provide parent training, learning opportunities and workshops: Supporting Common Core State Standards, NGSS, literacy at home, progress monitoring, and provide parents notification of student ELD placement, progress and reclassification.</p>	<p>ACTUAL CAL PAC: Parents receive a parent portal along with a parent guide to interpret the attendance and progress indicators within the portal. Parent orientations are offered each semester (and recorded) to provide parents with additional training on how to support their online, independent study student. Sage Oak: Parent webinars and trainings offered this year: Homeschooling 101 Choosing Curriculum Choosing Classes Best Practices for Home Educating Educational Philosophies What to Expect in High School College 101 EXCEL: What is the LCAP? Student/Parent Compliance, Communication and Reporting I-Ready Assessments How an you the [parent] be more involved?</p>
<p>BUDGETED Hiring Consultants for Parent Trainings. Funding Source: LCFF Unrestricted Expenditure Summary: Other Operating Expense: \$10,000</p>	<p>ESTIMATED ACTUAL Hiring Consultants for Parent Trainings. Funding Source: LCFF Unrestricted Expenditure Summary: Other Operating Expense:</p>

Action **2**

PLANNED
 The Charter will annually create and provide all parents an opportunity to provide feedback on all aspects of their child's education.

ACTUAL
CAL PAC: In addition to the Parent Advisory Committee, parents are included in all aspects of a student's academics. All parents are given access to a parent portal, where they have 24/7 online accesses to check their child's progress and attendance in real time.

 Parents are cc'd on all email communication with students. Homeroom teachers reach out by phone at least monthly to parents to include them on the child's progress, attendance, and status.

Sage Oak: Parent surveys are sent out in the spring for the specific departments.
EXCEL: LCAP parent, student, staff input survey

Actions/Services

Expenditures

BUDGETED
No Cost

ESTIMATED ACTUAL
No Cost

Action **3**

PLANNED
 To ensure parent and community opportunities to provide input; notification of Surveys, Parent Advisory Committee and Board of Trustee Public Meetings will be shared in a timely manner through emails, website, and other social media school

ACTUAL
CAL PAC: CAL PAC Website with a calendar of opportunities to provide input: surveys, parent meetings, Trustee meetings.
Sage Oak: We created three social media accounts (facebook, twitter, instagram) and have weekly posts and updates. This has helped engage our

Actions/Services

sites.

families and provide alternate places for reminders pictures, student highlights and more. The marketing group is also working to create cohesiveness among programs. Having more of a presence on social media has helped to increase communication between community, parents, teachers, students and staff. It has also given parents alternate ways of reaching the school that is most convenient to them.

EXCEL:
EXCEL website with a calendar of opportunities to provide input: surveys, parent meetings, Trustee meetings.

BUDGETED
No Cost

ESTIMATED ACTUAL
No Cost

Expenditures

Action

4

PLANNED
The administrative staff needs to explore the option of hiring a marketing director, improving and maintaining website, social media, and Yelp. Additionally, using technology for better communication between community, parents, teachers, students, and staff.

ACTUAL
CAL PAC:
Raindrop Marketing is in the process of building a new website for CalPac with an estimated release of April 1. CalPac hired a content writer to write weekly blog content and social media posting to increase our web presence and have better online communication with students and parents. In November, a social media drive attempted to encourage more student interaction on CalPac social media, but was not successful, with only

Actions/Services

about 20-25 students participating.

Sage Oak:

We were able to create three social media accounts (Facebook, Twitter, Instagram) and have weekly posts and updates. This has helped engage our families and provide alternate places for reminders pictures, student highlights and more. The marketing group is also working to create cohesiveness among programs. Having more of a presence on social media has helped to increase communication between community, parents, teachers, students and staff. It has also given parents alternate ways of reaching the school that is most convenient to them.

EXCEL:

1. Private and Public Facebook Page
2. PTO (Parent Teacher Organization)
3. Parent Message Board
4. Instagram
5. Public Facebook page
6. Mailchimp

BUDGETED

Managing Websites, social media
\$75,000

Funding Source
LCFF Unrestricted \$40,000

Start-up Grant
\$35,000

ESTIMATED ACTUAL

Managing Websites, social media

Funding Source
LCFF Unrestricted

Start-up Grant

Expenditures

ANALYSIS

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

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

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

The California Pacific Charter leads have demonstrated the incorporation of the action steps in the program's educational practice.

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

California Pacific Charter 238 survey participants, 92.2% feel safe, valued and respected, 90% satisfaction rate

Cal Pac: 71 survey participants, 91.5% feel safe, valued and respected; 90% satisfaction rate

Sage Oak: 11 survey participants, 91% feel safe, valued and respected; 85% satisfaction rate

EXCEL: 156 survey participants, 94.2% feel safe, valued and respected; 94% satisfaction rate

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 LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

To gather data on parent participation in meetings and workshops, we will add an additional question to the survey to inquire about parent participation.

Goal #3 will be rewritten/modified to focus on establishing connections and partnerships with our families and community.

3.8 Notices, reports, statements or records sent to a parent or guardian will be translated as needed. (EL)

3.9 EXCEL: PTO will be formed to create a way for our families to be involved and have a sense of ownership.

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	Ensure that secondary students are on-track to graduate from high school, are college and career ready, and students experience academic progress and success.
-------------------	--

State and/or Local Priorities Addressed by this goal:

STATE 1 2 X 3 X4 X5 6 X7 X8
 COE 9 10
 LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Increase graduation rates by 2%
 Increase UC/CSU eligible or accepted to four-year college students by 2%
 Increase pupils determined to be prepared for college by the Early Assessment Program by 2%
 Increase students who pass AP exams by 2%
 Increase EL/SWD proficiency rate on the ELA and Math by 2%
 Increase student proficiency rate on the CAASPP in ELA and math by 2%

ACTUAL

See Goal 1 Actual Annual Measurable Outcomes for:
 Increase EL/SWD proficiency rate on the ELA and Math by 2%
 Increase student proficiency rate on the CAASPP in ELA and math by 2%

Graduation rates by 2% -
0 AP courses, 0 students enrolled in courses required for UC/CSU in 2015-2016

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.

PLANNED

Focus on school climate and student engagement in the high school programs through:

- Availability of Guidance Counselor
- RtI meetings held for at-risk students
- Credit Recovery Options
- Track A Summer Learning Option
- Explore 7/8th grade student completing high school courses for credit

ACTUAL

CAL PAC:

All students are contacted by their Guidance Counselor upon enrollment.

Students who struggle after mid-tier levels of support are unsuccessful may be placed with a Student Success Team (SST) to thoughtfully enact and track interventions that are increasingly specific and intense.

All students who are at risk receive targeted, specific interventions through homeroom and content teacher support. All students who are credit deficient in High School are offered credit recovery options.

All students who qualify for Track A learning options are offered the opportunity. It is highly recommended for 2nd year seniors and any student who is credit recovery.

Students in 7th and 8th grade have the opportunity to take Foreign Language or higher-level math classes to meet high school graduation requirements.

Sage Oak:

We have the following and they have shown to be effective in supporting our students:

- - Availability of Guidance Coordinator
- - RtI meetings held for at-risk students
- - Credit Recovery Options through approved vendors

Expenditures

	<ul style="list-style-type: none">- 7/8th grade student completing high school courses for credit <p>EXCEL: Counselor is available from Monday through Friday 7:30 AM to 4:30 PM. Counselor is available for phone conference and/or face-to-face meetings Excel's high school guidance counselor evaluates each high school student's 4 year graduation plan. Each high school senior met with guidance counselor to ensure that they are on course to graduate. Student's progress is monitored using cumulative file, assessment records, reports from ESs and parent to develop appropriate early interventions to meet the academic and social-emotional needs of at-risk students We ensure secondary students are on-track to graduate from high school by providing an opportunity to be placed in a credit recovery program, repeat courses for high school placement, and get ahead in graduation requirements through Track A Summer Learning.</p>
<p>BUDGETED PPS Counselor \$200,000</p> <p>Funding Source: LCFF Unrestricted</p> <p>Expenditure Summary Salaries/Benefits \$200,000</p>	<p>ESTIMATED ACTUAL PPS Counselor</p> <p>Funding Source: LCFF Unrestricted</p> <p>Expenditure Summary Salaries/Benefits</p>

Action

2

Actions/Services

PLANNED

Ensure all students have an opportunity for intensive CAASPP preparation, specifically low socio economic, EL, foster youth students and students with disabilities.

ACTUAL

CAL PAC: CAASPP preparation is targeted at all students during live sessions.

Sage Oak: We offer intervention options for unduplicated low performing students. This is the first year targeting and offering a package, therefore; we do not know the effectiveness.

EXCEL: All Excel students are provided with the necessary website information to access the CAASPP practice tests in English language arts, mathematics, and science provided by the California Department of Education.

Expenditures

BUDGETED

CAASSP preparation Curriculum
\$10,000

Funding Source: LCFF
Unrestricted

Expenditure Summary:
Books and Supplies
\$10,000

ESTIMATED ACTUAL

CAASSP preparation Curriculum

Funding Source: LCFF
Unrestricted

Expenditure Summary:
Books and Supplies

Action

3

Actions/Services

PLANNED

Increase Career Technical opportunities (CTE) to prepare students for the 21st century workforce

A comprehensive college and career readiness program needs to be developed for middle and a high school students that helps align student strengths and interests to post-secondary goals, and improve student outcomes and increase project based learning opportunities.

ACTUAL

CAL PAC: CalPac offered the introduction course for two CTE pathways: Introduction to Business and Introduction to Communication Technology. The courses are also a-g approved for elective credit.

Sage Oak: We have not done this this year, however we did begin a CTE committee to work on this process.

EXCEL: Purchase technological devices and provide professional development to promote and develop 21st century skills and support access to classroom instruction for all students.

Expand course offerings to include enhanced CTE pathways and electives.

Expenditures

BUDGETED

CTE Program
\$100,000

Funding Source:
LCFF Unrestricted \$100,000

Expenditure Summary:

Books and Supplies
\$50,000

ESTIMATED ACTUAL

CTE Program

Funding Source:
LCFF Unrestricted

Expenditure Summary:

Books and Supplies

Personnel Salaries and benefits;

Personnel Salaries and benefits;
\$50,000

Action **4**

PLANNED
Advanced Placement exam costs for low-income pupils who cannot afford to take the exam.

ACTUAL
CAL PAC: CalPac does not currently have any students taking AP courses. We plan to offer AP courses starting in 17-18 school year and fee waivers will be available to students who qualify.
Sage Oak: The Assistant Director, Guidance assists students requesting fee waivers.
EXCEL: Students with financial need **are** assisted by school to cover cost of AP exams.

Actions/Services

BUDGETED
No Cost Listed

ESTIMATED ACTUAL

Expenditures

Action **5**

PLANNED
Maintain AVID school-wide and AVID elective classes for middle/high school students.

ACTUAL
CAL PAC: CalPac expanded the AVID elective into 9th and 10th grade in the 16-17 school year. The elective course is now offered in 7-10th grades.

Actions/Services

Expenditures

Sage Oak: We do not have an AVID program.
EXCEL:

BUDGETED
Avid Professional Development
\$2,000
Funding Source:
LCFF
Restricted
Expenditure Summary
Other Operating Expenses: \$2,000

ESTIMATED ACTUAL
Avid Professional Development
Funding Source:
LCFF
Restricted
Expenditure Summary
Other Operating Expenses:

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.

The California Pacific Charter leads have demonstrated the incorporation of the action steps in the program's educational practice.

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

See Goal 1 Actual Annual Measurable Outcomes for:
Increase EL/SWD proficiency rate on the ELA and Math by 2%
Increase student proficiency rate on the CAASPP in ELA and math by 2%

Graduation rates by 2% -

0 AP courses, 0 students enrolled in courses required for UC/CSU in 2015-2016

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 LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Goal #4 will be rewritten/modified to include career technical education.

Expected outcomes: Increase EL/SWD proficiency rate on the ELA and Math by 2%
Increase student proficiency rate on the CAASPP in ELA and math by 2%, are included in Goal #1 and will not be repeated.

*WASC Recommendation: **Goal 4, Action Step #6** The Administration, Faculty and Staff needs to review current SLOs and implement a formalized, measureable and quantifiable connection to the curriculum, instruction, assessment, and school culture. As a result, additional opportunities for growth in the areas of instructional strategies, curriculum development, and the use of assessments to inform instruction should be created. 2.1 Students will be provided with instructional strategies connected to the grade level curriculum to become creative and complex thinkers, effective communicators, community/global participants, and empowered independent learners. (WASC) (All Students)*

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

<h2 style="margin: 0;">Goal 5</h2>	<p>Students have access to materials and/or learning experiences that are aligned to the Common Core standards and to a safe, secure and aesthetically pleasing learning environment.</p>
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State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Maintain the percentage of school operated resource centers , as applicable by program, in good repair at 100%.
 Maintain the percentage of students who have instructional materials and/or learning experiences that have been aligned to the Common Core standards.

ACTUAL

CALIFORNIA PACIFIC Charter programs facility inspection: N/A
 California Pacific Charter School offers 2 different types of study options, online and independent study

All CALIFORNIA PACIFIC Charter Programs maintain 100% compliance in sufficiency of instructional materials aligned to common core standards.

Safety plan review date: May 2016

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.

PLANNED
 The charter will continue to maintain a safe learning environment for all students by training the teachers on school wide safety plans.
 Properly maintain all school operated resource centers to remain in compliance with the Williams Act.

ACTUAL
CAL PAC: A school wide safety plan was written and implemented in the 15-16 school year with input from Department Chairs. It was reviewed with staff in a meeting on 3/21/16. CalPac does not have any resource centers.
Sage Oak:
 All teachers and staff have been trained on the school wide safety plan.
EXCEL:
 The safety plan was reviewed at the April, 2016 Board Meeting, approved, and distributed to all credentialed and non-credentialed staff via email on 4/18/16.
 The safety plan was made available along with the evacuation routes and safety plans to several of learning centers where Excel student may or do currently attend classes. These resources were also made available to parents upon request.
 The safety plan was re-distributed on 2/7/17 to all staff members, and will be revised in March of this year.

BUDGETED
 NO COST

ESTIMATED ACTUAL
 NO COST

Action **2**

Actions/Services

PLANNED
 Properly maintain all school operated resource centers to remain in compliance with the Williams Act.

ACTUAL
CAL PAC:
Sage Oak: N/A
EXCEL: N/A

Expenditures

BUDGETED
 Maintenance /Operation of Resource Vendor Centers
\$75,000
Funding Source:
 LCFF Unrestricted
Expenditure Summary:
 Other Operating Expenses
\$75,000

ESTIMATED ACTUAL
 Maintenance /Operation of Resource Centers
Funding Source:
 LCFF Unrestricted
Expenditure Summary:
 Other Operating Expenses

Action **3**

Actions/Services

PLANNED
 Properly vet all newly hired vendors to ensure standards alignment and safety for our students.

ACTUAL
CAL PAC: CalPac’s only vendor is technical support. Employees have been properly vetted through background check.
Sage Oak:
 This is being done as new vendors are requested, additionally we review currently approved vendors when concerns arise. This has been effective in maintaining a high quality program.

	<p>EXCEL. All new vendors are required to go through a pre-screening with the interested parent, assigned Education Specialist and vendor department specialist.</p> <p>Each new service vendor is required to complete either the EMR (Educational Material Resources) or VCI (Vendor Course Instruction) application packet that will be reviewed by the vendor department. The VCI packet includes a LiveScan form, which completes a full background check for all individuals that come in contact with our students.</p>
<p>BUDGETED No Cost</p>	<p>ESTIMATED ACTUAL No Cost</p>

Action

3

<p>PLANNED Increased classes offered by the credentialed teachers and not through approved vendors.</p>	<p>ACTUAL CAL PAC: All courses are currently offered by HQT credentialed teachers employed by CalPac. CalPac offers a full course catalog taught by HQT teachers that will meet or exceed high school graduation requirements</p> <p>Sage Oak: This is being done as we have added a Distance Learning HQT. In addition, we have added many UC approved a-g courses offered through our teachers.</p> <p>EXCEL. We currently have many of our credentialed teachers providing instruction in math science, language arts and general tutoring</p>
---	--

Actions/Services

Expenditures

	instruction.
BUDGETED No Cost	ESTIMATED ACTUAL No Cost

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.

The California Pacific Charter leads have demonstrated the incorporation of the action steps in the program's educational practice.

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

(From SARC)
CALIFORNIA PACIFIC Charter programs facility inspection: N/A
California Pacific Charter School offers 2 different types of study options, online and independent study
All CALIFORNIA PACIFIC Charter Programs maintain 100% compliance in sufficiency of instructional materials aligned to common core standards.
Safety plan review date: May 2016

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 LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

There will be no Goal #5 in the 2017-2018 LCAP:
Goal #5 overlaps with Goal #1 and will be included in Goal #1 as action step 1.3
"Safe, secure and aesthetically pleasing learning environment," in Goal #3 as an action step 3.5
Goal #5 action steps will be moved to 2017-2018 Goal #3 as action steps 3.6 and 3.7

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 6

Maintaining the appropriate assignment of teachers who are fully credentialed in the subject areas of the pupils they are teaching.

State and/or Local Priorities Addressed by this goal:

STATE X1 X2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

We will maintain 100% compliance with appropriate subject area authorization and core course taught by highly qualified teachers according to state and federal regulations.

ACTUAL

(From SARC)

2015-2016 – 66 teachers with full credential

2016-2017 – 94 teachers with full credential, 2 w/o

2015-2016 – 0 teacher misassignments

2016-2017 – 0 teacher misassignments

ACTIONS / SERVICES

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

Action

1

Actions/Services

PLANNED

Operations of the charter are maintained and controlled through the management, oversight, and provision of basic operating services to all by the cabinet: Director of Education, Principal, Director of Student

ACTUAL

CAL PAC: Operations of the charter are maintained through the management, oversight, and provision of basic operating services to all by the cabinet: Director of Education, Director of Student Services and the Executive Directors.

Expenditures

Services and the Executive Directors.	Sage Oak: N/A EXCEL: Maintenance of the operations of the charter are maintained and controlled through the management, oversight, and provision of basic operating services by the cabinet: Director of Education, Director of Student Services and the Executive Directors.
BUDGETED Certificated Employee Salaries: \$290,000 Funding source: LCFF Unrestricted Expenditure summary: Certificated Salaries and Benefits: \$290,000	ESTIMATED ACTUAL Certificated Employee Salaries: Funding source: LCFF Unrestricted Expenditure summary: Certificated Salaries and Benefits:

PLANNED

High school staff/teachers thoroughly trained and up to date in their knowledge of their assigned content area.

ACTUAL

CAL PAC: All High School teachers are HQT in their subject area.

Sage Oak:

Our high school credentialed teachers are able to attend conferences and training to further their knowledge in their assigned content areas. This has helped them to better serve our students. Training is done as we have added a Distance Learning HQT.

In addition, we have added many UC approved a-g courses offered through our teachers. The Assistant Director, Guidance, the Guidance Coordinator and the Distance Learning HQT participated in the following trainings offered by the UC: Freshman Admissions 101, Campus Admission Directors' Forum, Q & A with Admissions Evaluators, Financing a UC Education, A-G Articulation.

These trainings have allowed the Guidance Department to facilitate our HQTs in the writing, submission and approval of A-G courses.

Our TFs have participated in high school trainings at our Summit meetings and our new teacher orientation.

EXCEL: All of our teachers are highly qualified in

Expenditures

	<p>their assigned content area. They are encouraged to participate in additional training and professional development to remain up to date on current educational trends and philosophies in their content area.</p> <p>An effective hiring process to maintain and higher highly qualified certificated and classified employees is followed. Excel Academy has grown from 38 to 68 Education Specialists with an Employee Retention rate of 97%</p>
<p>BUDGETED Professional Development \$15,000</p> <p>Funding Source: LCFF Unrestricted</p> <p>Expenditure Summary: Other Operating Expenses \$15,000</p>	<p>ESTIMATED ACTUAL Professional Development</p> <p>Funding Source: LCFF Unrestricted</p> <p>Expenditure Summary: Other Operating Expenses</p>

ANALYSIS

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

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

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

The California Pacific Charter leads have demonstrated the incorporation of the action steps in the program's educational practice.

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

(From SARC)
2015-2016 – 66 teachers with full credential
2016-2017 – 94 teachers with full credential, 2 w/o

2015-2016 – 0 teacher misassignments
2016-2017 – 0 teacher misassignments

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 LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

There will be no Goal #6 in the 2017-2018 LCAP: Goal #6 overlaps with Goal #2 and will be added to Goal #2 as action step 2.3.
Goal #6 action step, "Operations of the charter..." overlap with Goal #1 and will be added as action step 1.3 in Goal #1.
"High school staff/teachers will be thoroughly trained..." Overlaps with Goal #2 and will be added to Goal #2 as action step 2.6

Stakeholder Engagement

LCAP Year 2017–18 2018–19 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

Parent/Teacher/Student LCAP Annual Review Input Survey

Cal Pac: 1/12, 1/13, 1/23, 2/8/2017

Sage Oak: January 5, 2017

EXCEL: January 25, 2017, January 30, 2017

LCAP Annual Review Parent/Teacher Input Meeting

Cal Pac: March 9, 2017

Sage Oak: March 14, 2017

EXCEL: December 1, 2016, January 28, 2017

LCAP Draft Parent/Teacher Input Meeting:

Cal Pac: May 24, 2017

Sage Oak: May 18, 2017, May 19, 2017

EXCEL:

IMPACT ON LCAP AND ANNUAL UPDATE

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

This was an excellent opportunity for the California Pacific Charter programs to review their instructional program and to share their results with their students, parents, teachers, and community stakeholders. As a result, modifications to the 2017-2018 LCAP goals were made and action steps were added to address program needs and parent input:

1.4 Teacher Professional development on use of rubrics and student achievement data to inform instruction

1.5 Teacher and staff development on EL Master Plan, ELD instruction, SDAIE strategies, ELD progress and reclassification

1.6 Students will be provided with instructional strategies connected to the grade level curriculum to become creative and complex thinkers, effective communicators, community/global participants, and empowered independent learners.

1.7. Teacher and parent training, for teaching students with disabilities, on successful strategies and intervention practices that produce large outcomes will be provided.

2.3 Purchase technological devices and provide professional development to promote student engagement and develop 21st century skills and support access to classroom instruction for all students.

2.4 Frequent contact with parents in order to update them on student progress and notify them of events.

3.2 The Charter will create and provide all parents input opportunities: Notification of Surveys, PAC, Board of Trustee public meetings through website and social media

3.3 Parent training on CC, NGSS, literacy at home

3.4 EL Parent training on EL Master Plan, and ELD placement, progress and reclassification.

3.8 Notices, reports, statements or records sent to a parent or guardian will be translated as needed. (EL)

3.9 EXCEL: Develop a PTO to create a way for our families to be involved and have a sense of ownership.

4.1 Develop a comprehensive college and career readiness program, Increase Career Technical opportunities (CDE) to prepare students for the 21st century and global competencies (WASC) (All Students)

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

New X Modified Unchanged

Goal 1

We will improve the academic achievement of ALL students through effective instruction, a challenging and engaging curriculum and aligned assessments in language arts and mathematics to promote student progress of English Learners, other unduplicated student groups, and students with disabilities.

State and/or Local Priorities Addressed by this goal:

STATE X1 X2 3 X4 X5 6 x7 X 8

COE 9 10

LOCAL _____

Identified Need

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CAASPP	<p><u>CAL PAC- ELA</u> ALL: 3rd, 48%; 4th, 42%; 5th, 44%; 6th, 35%; 7th, 57%; 8th, 48%; 11th, 54% Below: SWD: Only Overall available: 50% Socio Econ: 3rd, 45%; 4th, 25%; 5th, 54%; 6th, 34%; 7th, 55%; 8th, 50%; 11th, 47%</p>			

	<p>FY: N/A ELs: Only Overall available: 8%</p> <p>CAL PAC- Math ALL: 3rd, 48%; 4th, 42%; 5th, 44%; 6th, 35%; 7th, 57%; 8th, 48%; 11th, 54%</p> <p>Below: SWD: Only Overall available: 28% Socio Econ: 3rd, 39%; 4th, 8%; 5th, 19%; 6th, 19%; 7th, 28%; 8th, 20%; 11th, 23%</p> <p>FY: N/A ELs: Only Overall available: 0%</p>			
<p>LCFF EVALUATION RUBRICS</p>	<p>California Pacific Charter DASHBOARD - BASELINE CAASP ELA AND MATH DATA</p> <p>ELA</p> <p>All Students (273): Low, 12.1 points below level 3</p> <p>ELs (4): *less than 11 students, not reported for privacy reasons (incl reclass)</p> <p>ELs Only (2): *less than 11 students, not reported for privacy reasons</p> <p>FY N/A</p> <p>Socio Econ (143): Low, 9.2 points below level 3</p>			

	SWD (23): Low, 28.2 points below level 3 <p style="text-align: center;">MATH</p> All Students (279): Low, 49.1 points below level 3 ELs (4): *less than 11 students, not reported for privacy reasons (incl reclass) ELs Only (2): *less than 11 students, not reported for privacy reasons FY N/A Socio Econ (144): Low, 48.2 points below level 3			

PLANNED ACTIONS / SERVICES

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

Action **1**

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

<u>Students to be Served</u>	XAll <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	XAll schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

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

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New X Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified X Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified X Unchanged
1.1 Evaluate students' levels of academic performance based on local assessment results and provide targeted interventions: meeting with guidance director, curriculum director, Rtl process, tutor support from approved vendors, time management training with student/parent. <i>(All Students)</i>	1.1 Evaluate students' levels of academic performance based on local assessment results and provide targeted interventions: meeting with guidance director, curriculum director, Rtl process, tutor support from approved vendors, time management training with student/parent. <i>(All Students)</i>	1.1 Evaluate students' levels of academic performance based on local assessment results and provide targeted interventions: meeting with guidance director, curriculum director, Rtl process, tutor support from approved vendors, time management training with student/parent. <i>(All Students)</i>

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount No Cost	Amount No Cost	Amount No Cost
Source	Source	Source
Budget Reference	Budget Reference	Budget Reference

Action **2**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
1.2 Monitor Low Income pupils, Foster Youth, English Learners, and Students With Disabilities for proficiency on state and local assessments to ensure academic success or refer to the Rtl, SST or IEP team. (LI, FY, EL, SWD)	1.2 Monitor Low Income pupils, Foster Youth, English Learners, and Students With Disabilities for proficiency on state and local assessments to ensure academic success or refer to the Rtl, SST or IEP team. (LI, FY, EL, SWD)	1.2 Monitor Low Income pupils, Foster Youth, English Learners, and Students With Disabilities for proficiency on state and local assessments to ensure academic success or refer to the Rtl, SST or IEP team. (LI, FY, EL, SWD)

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: No Cost	Amount: No Cost	Amount: No Cost
Source:	Source:	Source:

Budget Reference

Budget Reference

Budget Reference

Action **3**

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

Students to be Served

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

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

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

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

1.3. All students will have access to materials/learning experiences aligned to common core standards through multiple channels assisting students in completing standards aligned content: *(All Students)*

- Online courses, credit recovery, core programs
- Supplemental curriculum and materials supporting common core standards
- Extended School year
- Digital curriculum aligned to common core
- Service vendors offering educational opportunities

2018-19

New Modified Unchanged

1.3. All students will have access to materials/learning experiences aligned to common core standards through multiple channels assisting students in completing standards aligned content: *(All Students)*

- Online courses, credit recovery, core programs
- Supplemental curriculum and materials supporting common core standards

2019-20

New Modified Unchanged

1.3. All students will have access to materials/learning experiences aligned to common core standards through multiple channels assisting students in completing standards aligned content: *(All Students)*

- Online courses, credit recovery, core programs
- Supplemental curriculum and materials supporting common core standards
- Extended School year
- Digital curriculum aligned to common core

across geographical area

- Extended School year
- Digital curriculum aligned to common core
- Service vendors offering educational opportunities across geographical area

- Service vendors offering educational opportunities across geographical area

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$2,770,923.92	Amount: \$2,909,470.12	Amount: \$3,054,943.62
Source: LCFF	Source: LCFF	Source: LCFF
Budget Reference: Certificated Salaries and Benefits	Budget Reference: Certificated Salaries and Benefits	Budget Reference: Certificated Salaries and Benefits

Action **4**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18 New Modified Unchanged

1.4 Professional development and ongoing trainings and discussions on the creation and use of rubrics and student academic achievement data to inform instruction and identifying effective targeted interventions for students struggling to meet grade level proficiency will be planned and provided.

Follow Up: *PD effectiveness survey and results reviewed/follow through (WASC) (All Students)*

2018-19 New Modified Unchanged

1.4 Professional development and ongoing trainings and discussions on the creation and use of rubrics and student academic achievement data to inform instruction and identifying effective targeted interventions for students struggling to meet grade level proficiency will be planned and provided.

Follow Up: *PD effectiveness survey and results reviewed/follow through (WASC) (All Students)*

2019-20 New Modified Unchanged

1.4 Professional development and ongoing trainings and discussions on the creation and use of rubrics and student academic achievement data to inform instruction and identifying effective targeted interventions for students struggling to meet grade level proficiency will be planned and provided.

Follow Up: *PD effectiveness survey and results reviewed/follow through (WASC) (All Students)*

BUDGETED EXPENDITURES**2017-18**

Amount	\$16,000.00
Source	LCFF
Budget Reference	Professional Development

2018-19

Amount	\$16,800.00
Source	LCFF
Budget Reference	Professional Development

2019-20

Amount	\$17,640.00
Source	LCFF
Budget Reference	Professional Development

Action 5

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

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

Location(s)

All schools

Specific Schools: _____

Specific Grade spans: _____

OR

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

Students to be Served

English Learners

Foster Youth

Low Income

Scope of Services

LEA-wide

Schoolwide

OR

Limited to Unduplicated Student Group(s)

Location(s)

All schools

Specific Schools: _____

Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

1.5. Teacher and staff professional development on EL Master Plan, ELD Instruction, SDAIE strategies, ELD progress and reclassification.
Follow Up: *PD effectiveness survey and results reviewed/follow through.*(WASC) (EL)

2018-19

New Modified Unchanged

1.5. Teacher and staff professional development on EL Master Plan, ELD Instruction, SDAIE strategies, ELD progress and reclassification.
Follow Up: *PD effectiveness survey and results reviewed/follow through.*(WASC) (EL)

2019-20

New Modified Unchanged

1.5. Teacher and staff professional development on EL Master Plan, ELD Instruction, SDAIE strategies, ELD progress and reclassification.
Follow Up: *PD effectiveness survey and results reviewed/follow through.*(WASC) (EL)

BUDGETED EXPENDITURES

2017-18

Amount

No Cost

Source

Budget

Reference

2018-19

Amount

No Cost

Source

Budget

Reference

2019-20

Amount

No Cost

Source

Budget

Reference

Action **6**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
X <input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified X <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified X <input type="checkbox"/> Unchanged
1.6. Teacher and parent training, for teaching students with disabilities, on successful strategies and intervention practices <i>FOLLOW-UP: Training effectiveness survey included, results reviewed/follow through. (WASC) (SWD)</i>	1.6. Teacher and parent training,, for teaching students with disabilities, on successful strategies and intervention practices <i>FOLLOW-UP: Training effectiveness survey included, results reviewed/follow through. (WASC) (SWD)</i>	1.6. Teacher and parent training,, for teaching students with disabilities, on successful strategies and intervention practices <i>FOLLOW-UP: Training effectiveness survey included, results reviewed/follow through. (WASC) (SWD)</i>

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount No Cost	Amount No Cost	Amount No Cost

Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

Action **7**

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

Students to be Served	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
Location(s)	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
1.7 Students will be provided with instructional strategies connected to the grade level curriculum to become creative and complex thinkers, effective communicators, community/global participants, and empowered independent learners. (WASC) (All Students)	1.7 Students will be provided with instructional strategies connected to the grade level curriculum to become creative and complex thinkers, effective communicators, community/global participants, and empowered independent learners. (WASC) (All Students)	1.7 Students will be provided with instructional strategies connected to the grade level curriculum to become creative and complex thinkers, effective communicators, community/global participants, and empowered independent learners. (WASC) (All Students)

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BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: No Cost	Amount: No Cost	Amount: No Cost
Source:	Source:	Source:
Budget Reference:	Budget Reference:	Budget Reference:

New
 Modified
 Unchanged

Goal 2

We will promote a high ADA by improving student engagement and climate outcomes by providing high-quality teachers, best practices, and interventions to ensure student success.

State and/or Local Priorities Addressed by this goal:

STATE X1 X2 X3 X4 X5 X6 X7 X8

COE 9 10

LOCAL _____

Identified Need

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
--------------------	----------	---------	---------	---------

Chronic Absenteeism		Maintain a high rate of ADA at 95% or increase by 2% each school year.		
Expulsion Rate	0%	Maintain 0% expulsion rate		
Suspension Rate	0%	Maintain 0% suspension rate		

PLANNED ACTIONS / SERVICES

Action **1**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
2.1 Focus on school climate and student engagement and maintain a high rate of ADA Availability of Rtl at all levels, Guidance Counselor, and Credit Recovery Options for Secondary Level (WASC) (All Students)	2.1 Focus on school climate and student engagement and maintain a high rate of ADA Availability of Rtl at all levels, Guidance Counselor, and Credit Recovery Options for Secondary Level (WASC) (All Students)	2.1 Focus on school climate and student engagement and maintain a high rate of ADA Availability of Rtl at all levels, Guidance Counselor, and Credit Recovery Options for Secondary Level (WASC) (All Students)

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount <input type="text" value="No Cost"/>	Amount <input type="text" value="No Cost"/>	Amount <input type="text" value="No Cost"/>

Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

Action **2**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p>2.2 Maintaining the appropriate assignment and professional development of teachers who are fully credentialed in the subject areas of the pupils they are teaching.</p> <p><i>FOLLOW-UP: Training effectiveness survey included, results reviewed/follow through. (WASC) (All Students)</i></p>	<p>2.2 Maintaining the appropriate assignment and professional development of teachers who are fully credentialed in the subject areas of the pupils they are teaching.</p> <p><i>FOLLOW-UP: Training effectiveness survey included, results reviewed/follow through. (WASC) (All Students)</i></p>	<p>2.2 Maintaining the appropriate assignment and professional development of teachers who are fully credentialed in the subject areas of the pupils they are teaching.</p> <p><i>FOLLOW-UP: Training effectiveness survey included, results reviewed/follow through. (WASC) (All Students)</i></p>

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount	Amount	Amount
\$7,844,427.62	\$8,236,649.00	\$8,648,481.45
Source	Source	Source
LCFF	LCFF	LCFF
Budget Reference	Budget Reference	Budget Reference
Certificated Salaries and Benefits	Certificated Salaries and Benefits	Certificated Salaries and Benefits

Action **3**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged

2.3 Purchase technological devices and provide professional development to promote student engagement and develop 21st century skills and support access to classroom instruction for all students.

2.3 Purchase technological devices and provide professional development to promote student engagement and develop 21st century skills and support access to classroom instruction for all students.

2.3 Purchase technological devices and provide professional development to promote student engagement and develop 21st century skills and support access to classroom instruction for all students

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$165,000.00	Amount: \$173,250.00	Amount: \$181,912.00
Source: LCFF	Source: LCFF	Source: LCFF
Budget Reference: Computers and Technology Services	Budget Reference: Computers and Technology Services	Budget Reference: Computers and Technology Services

Action **4**

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

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

Location(s) X All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

2.4 Frequent contact with parents in order to update them on student progress and notify them of events.

2.4 Frequent contact with parents in order to update them on student progress and notify them of events.

2.4 Frequent contact with parents in order to update them on student progress and notify them of events.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount No Cost

Amount No Cost

Amount No Cost

Source

Source

Source

Budget Reference

Budget Reference

Budget Reference

New Modified Unchanged

Goal 3

We will establish connections and partnerships with our families and community to increase engagement, involvement, ensure safety and satisfaction to support student learning and achievement.

Effective and meaningful transparent communication will provide all stakeholders opportunities for input in decision making at the program and charter levels as measured by the rate of participation in PAC meetings and survey input.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 X3 X4 X5 X6 7 X8
 COE 9 10
 LOCAL _____

Identified Need

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Survey Results	# Of Survey Participants Cal Pac: 71 Sage Oak: 11 EXCEL: 156	Parent participation will increase by 5% as measured by participation rate of surveys and sign-in sheets at meetings.	Parent participation will increase by 5% as measured by participation rate of surveys and sign-in sheets at meetings.	Parent participation will increase by 5% as measured by participation rate of surveys and sign-in sheets at meetings.
Survey Results	%Satisfaction Rate Cal Pac: 90% Sage Oak: 85% EXCEL: 94%	Parent and student satisfaction will increase by 5% as measured by survey results.	Parent and student satisfaction will increase by 5% as measured by survey results.	Parent and student satisfaction will increase by 5% as measured by survey results.

PLANNED ACTIONS / SERVICES

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

Action **1**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
3.1 Provide meaningful and transparent communication with all stakeholders to ensure that parents, students and teachers feel that our schools are providing opportunities for participation and input (<i>All Students</i>).	3.1 Provide meaningful and transparent communication with all stakeholders to ensure that parents, students and teachers feel that our schools are providing opportunities for participation and input (<i>All Students</i>).	3.1 Provide meaningful and transparent communication with all stakeholders to ensure that parents, students and teachers feel that our schools are providing opportunities for participation and input (<i>All Students</i>).

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
---------	---------	---------

Amount	\$20,000.00	Amount	\$21,000.00	Amount	\$22,050.00
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Technology Services and Marketing	Budget Reference	Technology Services and Marketing	Budget Reference	Technology Services and Marketing

Action **2**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
3.2 Notification of Surveys, Parent Meetings, Board of Trustee Public meetings will be shared in a timely manner through emails, website and other social media schools sites. <i>(All Students)</i>	3.2 Notification of Surveys, Parent Meetings, Board of Trustee Public meetings will be shared in a timely manner through emails, website and other social media schools sites. <i>(All Students)</i>	3.2 Notification of Surveys, Parent Meetings, Board of Trustee Public meetings will be shared in a timely manne through emails, website and other social media schools sites. <i>(All Students)</i>

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: No Cost	Amount: No Cost	Amount: No Cost
Source:	Source:	Source:
Budget Reference:	Budget Reference:	Budget Reference:

Action **3**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
X New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified X Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified x Unchanged
3.3 Provide parent training, learning opportunities and workshops on common core, NGSS, literacy at home, progress monitoring. *Training effectiveness survey included and results reviewed/discussed/follow through. (WASC) (All	3.3 Provide parent training, learning opportunities and workshops on common core, NGSS, literacy at home, progress monitoring. *Training effectiveness survey included and results	3.3 Provide parent training, learning opportunities and workshops on common core, NGSS, literacy at home, progress monitoring. *Training effectiveness survey included and results reviewed/discussed/follow

Students)	<i>reviewed/discussed/follow through.</i> (WASC) (All Students)	<i>through.</i> (WASC) (All Students)
-----------	--	---------------------------------------

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	No Cost	Amount	No Cost	Amount	No Cost
Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

Action **4**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged

3.4 Provide EL parent training on EL Master Plan and notification of ELD placement, ELD progress and reclassification.

**Training effectiveness survey with results reviewed/follow through.(WASC) (EL)*

3.4 Provide EL parent training on EL Master Plan and notification of ELD placement, ELD progress and reclassification.

**Training effectiveness survey with results reviewed/follow through.(WASC) (EL)*

3.4 Provide EL parent training on EL Master Plan and notification of ELD placement, ELD progress and reclassification.

**Training effectiveness survey with results reviewed/follow through.(WASC) (EL)*

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: No Cost	Amount: No Cost	Amount: No Cost
Source:	Source:	Source:
Budget Reference:	Budget Reference:	Budget Reference:

Action **5**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

3.5 Ensure that parents, students and teachers feel that our schools are providing a safe, positive, inclusive, welcoming and aesthetically pleasing learning environment. (All Students)

2018-19

New Modified Unchanged

3.5 Ensure that parents, students and teachers feel that our schools are providing a safe, positive, inclusive, welcoming and aesthetically pleasing learning environment. (All Students)

2019-20

New Modified Unchanged

3.5 Ensure that parents, students and teachers feel that our schools are providing a safe, positive, inclusive, welcoming and aesthetically pleasing learning environment. (All Students)

BUDGETED EXPENDITURES

2017-18

Amount	No Cost
Source	
Budget Reference	

2018-19

Amount	No Cost
Source	
Budget Reference	

2019-20

Amount	No Cost
Source	
Budget Reference	

Action **6**

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

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

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

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

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
3.6 Properly vet all newly hired vendors to ensure standards alignment and safety for our students. (All Students)	3.6 Properly vet all newly hired vendors to ensure standards alignment and safety for our students. (All Students)	3.6 Properly vet all newly hired vendors to ensure standards alignment and safety for our students. (All Students)

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: No Cost	Amount: No Cost	Amount: No Cost
Source: _____	Source: _____	Source: _____
Budget Reference: _____	Budget Reference: _____	Budget Reference: _____

Action **7**

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

Students to be Served

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

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

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

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

3.7 The charter will continue to maintain a safe learning environment for all students by training the teachers and staff on school wide safety plans. (All Students)

3.7 The charter will continue to maintain a safe learning environment for all students by training the teachers and staff on school wide safety plans. (All Students)

3.7 The charter will continue to maintain a safe learning environment for all students by training the teachers and staff on school wide safety plans. (All Students)

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount No Cost

Amount No Cost

Amount No Cost

Source

Source

Source

Budget Reference

Budget Reference

Budget Reference

Action **8**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
X New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified X Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified X Unchanged
3.8 Notices, reports, statements or records sent to a parent or guardian will be translated as needed. (EL)	3.8 Notices, reports, statements or records sent to a parent or guardian will be translated as needed. (EL)	3.8 Notices, reports, statements or records sent to a parent or guardian will be translated as needed. (EL)

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$2,000.00	Amount: \$2,100.00	Amount: \$2,205.00
Source: LCFF	Source: LCFF	Source: LCFF
Budget Reference: Salaries and Benefits	Budget Reference: Salaries and Benefits	Budget Reference: Salaries and Benefits

Action **9**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
X New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified X Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified X Unchanged
3.9 EXCEL: Develop a PTO to create a way for our families to be involved and have a sense of ownership.	3.9 EXCEL: PTO meetings held to ensure that our families feel their thoughts, opinions, and ideas are listened to and acted upon. It also creates a way for families to be involved and have a sense of ownership.	3.9 EXCEL: PTO meetings held to ensure that our families feel their thoughts, opinions, and ideas are listened to and acted upon. It also creates a way for families to be involved and have a sense of ownership.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: No Cost	Amount: No Cost	Amount: No Cost
Source:	Source:	Source:

Budget Reference

Budget Reference

Budget Reference

Action 10

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

Students to be Served

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

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

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

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

3.10. Operations of the charter are maintained and controlled through the management, oversight, and provision of basic operating services to all by the cabinet: Director of Education, Director of Student Services and the Executive Directors. *(All Students)*

2018-19

New Modified Unchanged

3.10. Operations of the charter are maintained and controlled through the management, oversight, and provision of basic operating services to all by the cabinet: Director of Education, Director of Student Services and the Executive Directors. *(All Students)*

2019-20

New Modified Unchanged

3.10. Operations of the charter are maintained and controlled through the management, oversight, and provision of basic operating services to all by the cabinet: Director of Education, Director of Student Services and the Executive Directors. *(All Students)*

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$1,472,631.09	Amount	\$1,546,262.64	Amount	\$1,623,575.78
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Salaries and Benefits, Operating Expenses	Budget Reference	Salaries and Benefits, Operating Expenses	Budget Reference	Salaries and Benefits, Operating Expenses

New X Modified Unchanged

Goal 4

We will ensure that secondary students are on-track to graduate from high school, are college and career ready, and have career technical education opportunities.

State and/or Local Priorities Addressed by this goal:

STATE X1 X2 3 X4 X5 X6 X7 X 8
 COE 9 10
 LOCAL _____

Identified Need

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
From baseline/prior year data:	Increase the graduation rate by 2%			

From baseline/prior year data:	0% students enrolled in courses for UC/CSU 0 AP Courses offered			
From baseline/prior year data:	Increase students who pass AP exams by 2%			

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

Action **1**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
4.1 Develop a comprehensive college and career readiness program for middle and high school	4.1 Develop a comprehensive college and career readiness	4.1 Develop a comprehensive college and career readiness program for middle and

students that helps align student strengths and interests to post-secondary goals; Increase Career Technical opportunities (CDE) to prepare students for the 21st century workforce and global competencies. (WASC) (All Students)

program for middle and high school students that helps align student strengths and interests to post-secondary goals; Increase Career Technical opportunities (CDE) to prepare students for the 21st century workforce and global competencies. (WASC) (All Students)

high school students that helps align student strengths and interests to post-secondary goals; Increase Career Technical opportunities (CDE) to prepare students for the 21st century workforce and global competencies. (WASC) (All Students)

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$5,000.00	Amount: \$5,250.00	Amount: \$5,512.50
Source: CTE	Source: CTE	Source: CTE
Budget Reference: Curriculum	Budget Reference: Curriculum	Budget Reference: Curriculum

Action **2**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

Location(s)

All schools

Specific Schools: _____

Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

4.2 Improve instructional practice through recruiting and retaining multiple subject and single subject, highly qualified teachers and highly qualified classified staff. (All Students)

4.2 Improve instructional practice through recruiting and retaining multiple subject and single subject, highly qualified teachers and highly qualified classified staff. (All Students)

4.2 Improve instructional practice through recruiting and retaining multiple subject and single subject, highly qualified teachers and highly qualified classified staff. (All Students)

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount \$750.00

Amount \$750.00

Amount \$750.00

Source LCFF

Source LCFF

Source LCFF

Budget Reference Operating Expenses

Budget Reference Operating Expenses

Budget Reference Operating Expenses

Action **3**

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

Students to be Served

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

Location(s)

All schools

Specific Schools: _____

Specific Grade spans: _____

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
4.3 Provide high quality instruction and curriculum that promotes college and career readiness with academic interventions.(All Students)	4.3 Provide high quality instruction and curriculum that promotes college and career readiness with academic interventions.(All Students)	4.3 Provide high quality instruction and curriculum that promotes college and career readiness with academic interventions.(All Students)

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$37,500.00	Amount: \$37,500.00	Amount: \$37,500.00
Source: College Readiness	Source: College Readiness	Source: College Readiness
Budget Reference: Curriculum, Textbooks, Materials and Supplies	Budget Reference: Curriculum, Textbooks, Materials and Supplies	Budget Reference: Curriculum, Textbooks, Materials and Supplies

Action **4**

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

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

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

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

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

4.4 Maintain AVID school-wide or AVID elective classes for middle/high school students (All Students)

4.4 Maintain AVID school-wide or AVID elective classes for middle/high school students (All Students)

4.4 Maintain AVID school-wide or AVID elective classes for middle/high school students (All Students)

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount \$1,000.00

Amount \$1,050.00

Amount \$1,102.00

Source LCFF

Source LCFF

Source LCFF

Budget Reference Curriculum

Budget Reference Curriculum

Budget Reference Curriculum

Action **5**

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

Students to be Served

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

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

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

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

4.5 Ensure all students have opportunity for intensive CAASPP preparation specifically low income, EL, Foster Youth students and students with disabilities.
(LI, FY, EL, SWD)

2018-19

New Modified Unchanged

4.5 Ensure all students have opportunity for intensive CAASPP preparation specifically low income, EL, Foster Youth students and students with disabilities.
(LI, FY, EL, SWD)

2019-20

New Modified Unchanged

4.5 Ensure all students have opportunity for intensive CAASPP preparation specifically low income, EL, Foster Youth students and students with disabilities.
(LI, FY, EL, SWD)

BUDGETED EXPENDITURES

2017-18

Amount	\$1,000.00
Source	LCFF
Budget Reference	Student Assessment, Special Education

2018-19

Amount	\$1,050.00
Source	LCFF
Budget Reference	Student Assessment, Special Education

2019-20

Amount	\$1,1002.50
Source	LCFF
Budget Reference	Student Assessment, Special Education

Action **6**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
4.6 Prepare for an intersession option for students to make up missed credits. (All Students)	4.6 Prepare for an intersession option for students to make up missed credits. (All Students)	4.6 Prepare for an intersession option for students to make up missed credits. (All Students)

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: No Cost	Amount: No Cost	Amount: No Cost
Source:	Source:	Source:
Budget Reference:	Budget Reference:	Budget Reference:

Action **7**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
4.7 Advanced Placement exam costs for low-income pupils who cannot afford to take the exam. (LI)	4.7 Advanced Placement exam costs for low-income pupils who cannot afford to take the exam. (LI)	4.7 Advanced Placement exam costs for low-income pupils who cannot afford to take the exam. (LI)

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$500.00	Amount: \$525.00	Amount: \$551.00
Source: LCFF	Source: LCFF	Source: LCFF
Budget Reference: Curriculum	Budget Reference: Curriculum	Budget Reference: Curriculum

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

X 2017–18 2018–19 2019–20

Estimated Supplemental and Concentration Grant Funds:

\$ 685,151.00

Percentage to Increase or Improve Services:

5.76 %

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

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

The percentage increase in funding is speculative - based on enrollment figures in ELL, foster youth, and low income subgroups remaining static from pre-LCFF funding to the new model. Based on these assumptions, CALPAC Charter Schools have budgeted a commensurate increase in funding to reach these subgroups, specifically the school will provide: adaptive online content from a variety of curriculum options the Fuel Ed College & Career Readiness platform from Naviance, Brainhoney, technology equipment, local assessments, enhanced project based learning, options for ELL students, comprehensive curriculum for EL learners, improved data analytics reporting across subgroups using a third party dashboard, an extended world language platform for English language, assessment tool that drives and provides customized instructional resources for the Response to Intervention (RTI) program.

Local Control and Accountability Plan and Annual Update Template Instructions

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

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

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

Plan Summary

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

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

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

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

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

Budget Summary

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

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

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

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *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, mark the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

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

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

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

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

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

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by 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 mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *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. A 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 pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in 5 *CCR* Section 1039.1.

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

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

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

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

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

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

(f) “Expulsion rate” shall be calculated as follows:

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

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

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

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *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?