LCFF Budget Overview for Parents

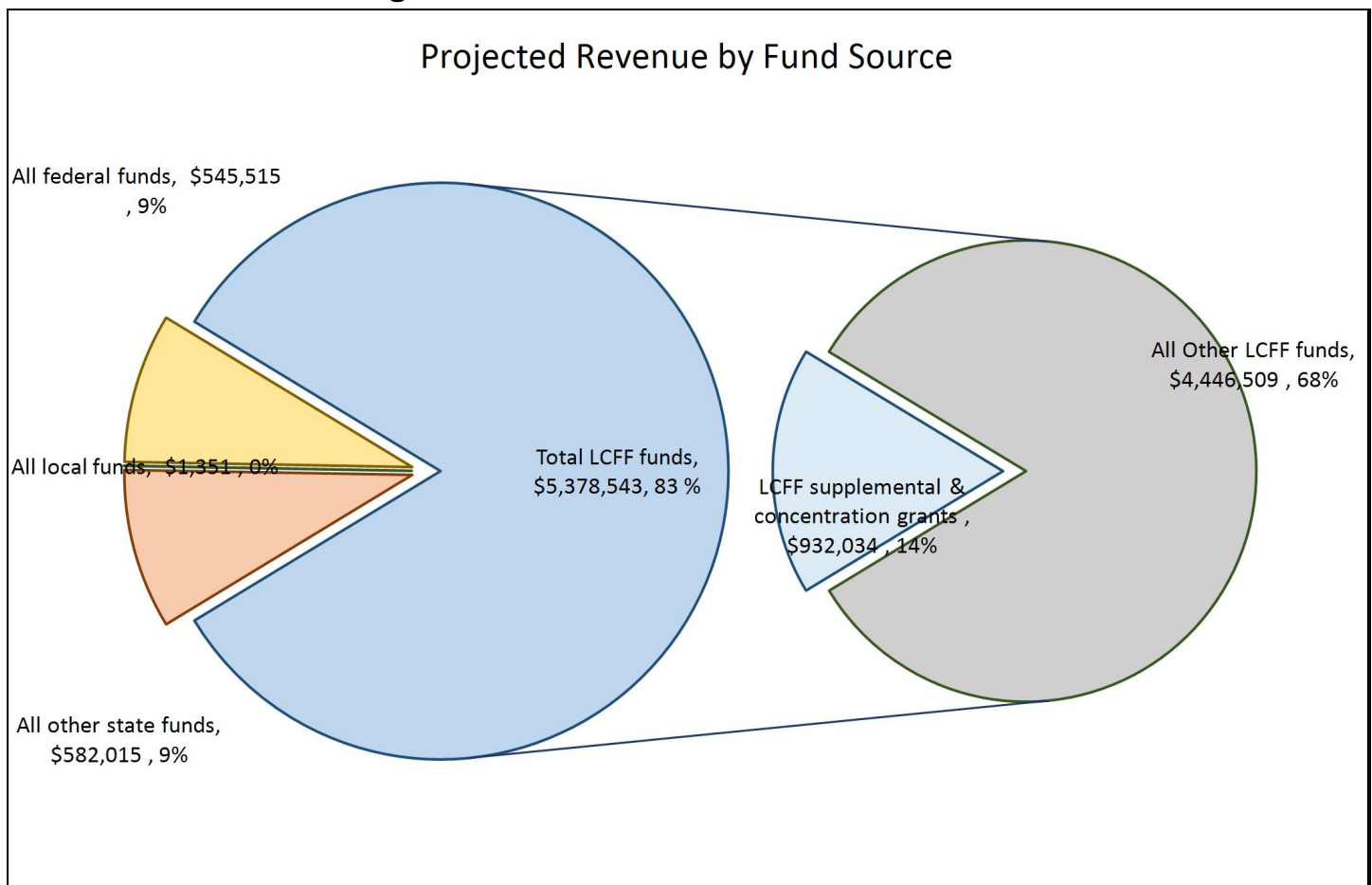Local Educational Agency (LEA) Name: California Virtual Academy at Maricopa

CDS Code: 15-636280-137687

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

LEA contact information: Lara Titizian, Principal

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

Budget Overview for the 2019-20 LCAP Year

Projected Revenue by Fund Source

All federal funds, $545,515, 9%

All Other LCFF funds, $4,446,509, 68%

All local funds, $1,351, 0%

Total LCFF funds, $5,378,543, 83 %

LCFF supplemental & concentration grants, $932,034, 14%
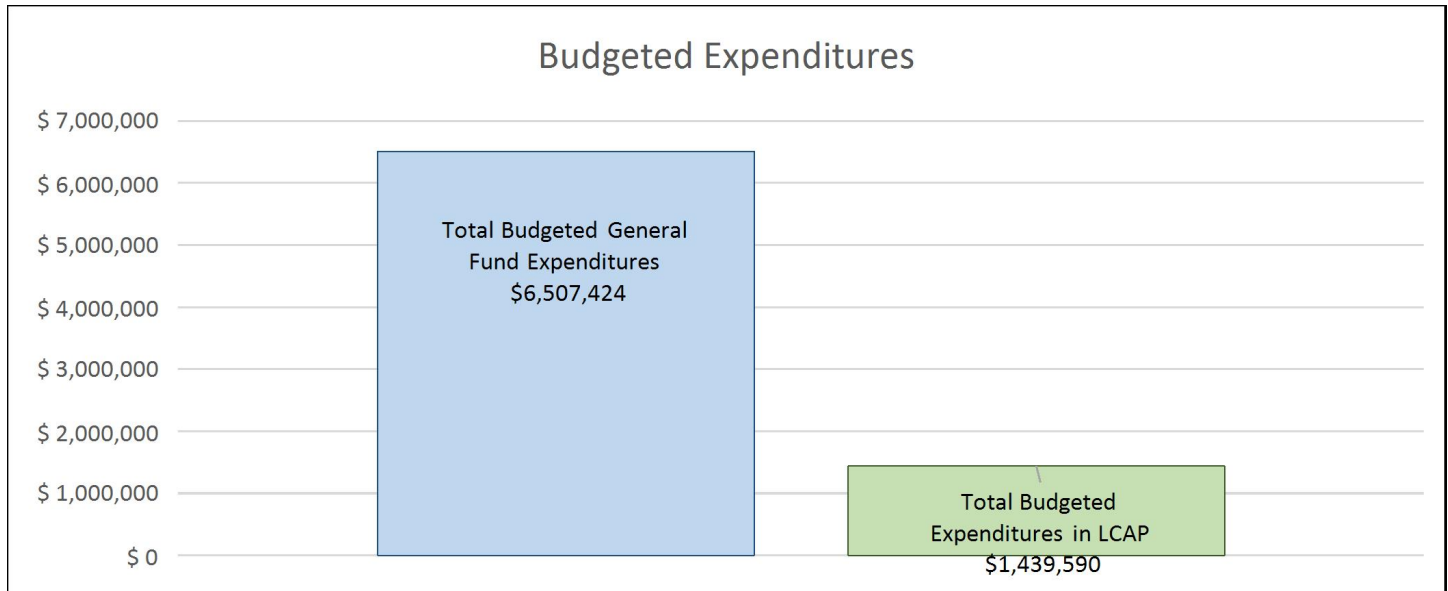
All other state funds, $582,015, 9%

This chart shows the total general purpose revenue California Virtual Academy at Maricopa expects to receive in the coming year from all sources.

The total revenue projected for California Virtual Academy at Maricopa is $, of which $5,378,543 is Local Control Funding Formula (LCFF), $582,015 is other state funds, $1,351 is local funds, and $545,515 is federal funds. Of the $5,378,543 in LCFF Funds, $932,034 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures

Total Budgeted General Fund Expenditures $6,507,424	
	Total Budgeted Expenditures in LCAP $1,439,590

This chart provides a quick summary of how much California Virtual Academy at Maricopa plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

California Virtual Academy at Maricopa plans to spend $6,507,424 for the 2019-20 school year. Of that amount, $1,439,590 is tied to actions/services in the LCAP and $5,067,834 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
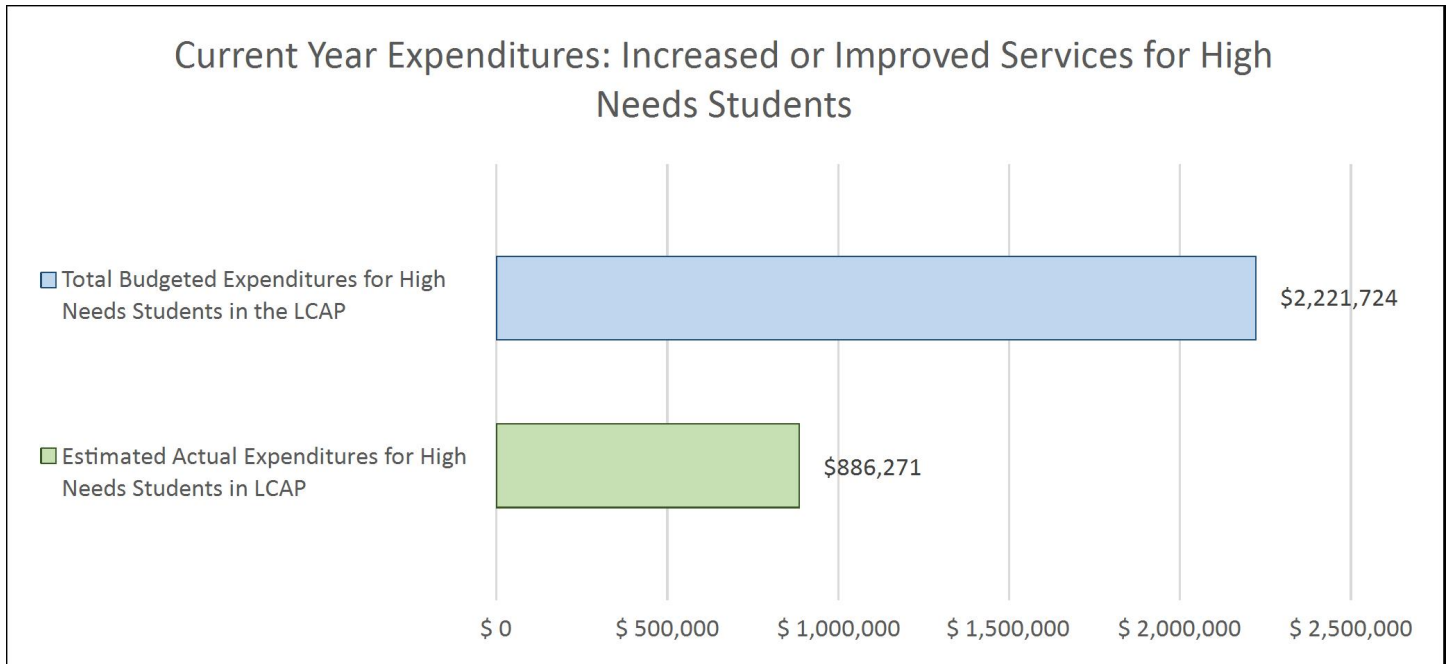
General funded instruction and instruction-related materials and services, certificated staff salaries and benefits, classified staff salaries and benefits, teaching supplies and materials, and general administrative support and facilities.

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

In 2019-20, California Virtual Academy at Maricopa is projecting it will receive $932,034 based on the enrollment of foster youth, English learner, and low-income students. California Virtual Academy at Maricopa must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, California Virtual Academy at Maricopa plans to spend $932,034 on actions to meet this requirement.

LCFF Budget Overview for Parents

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

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

Total Budgeted Expenditures for High Needs Students in the LCAP — $2,221,724

Estimated Actual Expenditures for High Needs Students in LCAP — $886,271

$ 0 $ 500,000 $ 1,000,000 $ 1,500,000 $ 2,000,000 $ 2,500,000

This chart compares what California Virtual Academy at Maricopa budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what California Virtual Academy at Maricopa estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, California Virtual Academy at Maricopa's LCAP budgeted $2,221,724 for planned actions to increase or improve services for high needs students. California Virtual Academy at Maricopa estimates that it will actually spend $886,271 for actions to increase or improve services for high needs students in 2018-19.

The difference between the budgeted and actual expenditures of $-1,335,453 had the following impact on California Virtual Academy at Maricopa's ability to increase or improve services for high needs students: Due to a material decrease in estimated enrollment, which materially reduced general funding, the school was not able to spend its budgeted expenditures.

Local Control Accountability Plan and Annual Update (LCAP) Template

<u>Addendum</u>: General instructions & regulatory requirements.

<u>Appendix A</u>: Priorities 5 and 6 Rate Calculations

<u>Appendix B</u>: Guiding Questions: Use as prompts (not limits)

<u>California School Dashboard</u>: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
California Virtual Academy at Maricopa	Lara Titizian Principal	ltitizian@caliva.org 805-581-0202

2017-20 Plan Summary
The Story

Describe the students and community and how the LEA serves them.

The California Virtual Academy @ Maricopa provides a high quality, individualized, virtual education that is aligned with the common core state standards to a diverse population of students. Our mission at California Virtual Academy @ Maricopa, is to develop a sense of community where our students, their families and Learning Coaches feel supported in their pursuit of academic success within an alternative model. Our emphasis is on the development of the whole child and we accomplish this through actively engaging our students in daily rigor, inspiring every student to learn by thinking creatively, taking the time to get to know each child as an individual, and providing a positive environment which prepares our students for success beyond the classroom.

CAVA @ Maricopa enrollment declined and thus a change in student demographics. We moved from 1,500 - to approximately 550 students enrolled in California Virtual Academy @ Maricopa. About .6% of our population is Homeless, 4.4% are English Learners, .4% are Foster Youth, 47% are receiving free and reduced lunch and 55.1% are unduplicated.

LCAP Highlights

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

With Stakeholder feedback, the following three goals will be the focus for the school year.
Goal 1: Increase the percentage of students in CAVA @ Maricopa mastering both ELA and Math.
Goal 2: Increase engagement level percentages of CAVA @ Maricopa learning coaches and students through meaningful instruction.
Goal 3: All teachers in CAVA @ Maricopa will be fully credentialed, have access to the current CCSS curriculum, and implement all of the CA academic and performance standards.

Review of Performance

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

Greatest Progress

Our English Learners reclassification rate increased by 8.5% and our EL students increased their progress by 8.4, with our percentage of well-developed students reaching 80.1%.

Our Spring High School course Pass Rate increased by 6.59%.

Our student participation rate, in all grade bands increased for Elementary - 8.5%, Middle School 3.3% and High School 6.47%.

Our Title I students showing 1+ years of growth on i-Ready Math Assessments increased by 8% and our percentage of K2 students scoring proficient on their i-Ready Math increased by 14%. CAVA @ Maricopa suspension rates were maintained at 0%.

CAVA @ Maricopa plans to maintain and build upon these successes by continuing to offer targeted instruction sessions daily with teachers offering up to 15 hours a week of live instruction. We will also continue to offer Individualized Learning Plans for all students to meet individual needs and tailor instruction for each student. The LEA will continue the FAST (Family Academic Support Team) program to increase engagement in online classes and courses throughout the school year. Continued efforts will be focused on the Intervention Program, which serves a large population of RTI Tier 2 and Tier 3 students, with SMART goal focused on instruction. High School students receive a graduation plan to ensure they are focused on the path to graduation with plans beyond high school in mind.

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

Greatest Needs

The majority of CAVA @ Maricopa student subgroups showed a decrease in scores, on the CAASPP Smarter Balanced Assessments in Math and ELA.

The graduation rate declined by 9.3%.

CAVA @ Maricopa plans to address the areas of need by continuing to utilize a universal screening process for early identification of students who are struggling in Math and ELA to make informed

instructional decisions. Highly qualified teachers will continue to offer targeted instruction, focusing on greatest need for individual students.

CAVA @ Maricopa will continue to offer a response to intervention approach to the lower performing students, offering additional focused, targeted instruction, in addition to their weekly teaching by their core/homeroom teachers.

The Special Education Department will hold Specialized Education Instruction for students based on their IEP goals, as well as hold collaboration meetings with GE staff to ensure needed modifications and accommodations are applied during all instruction.

High school teachers at CAVA @ Maricopa will provide remedial academic classes to support students in need and update graduation plans often to ensure students are on track to graduate.

FAST teams will provide support to families who are struggling with meeting daily requirements and ensure attendance at school is a priority.

The ELD department will focus on targeted instruction support for EL students, with focused support for long-term EL students.

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

Performance Gaps

The CAVA @ Maricopa "all student" population performed at a very low (red) proficiency level in math. The identified subgroups all performed in the low/very low range in both subjects, indicating that performance levels were maintained or decreased across all student populations. Additionally, the CAVA @ Maricopa "all student" population was indicated as very low (red) with regards to Chronic Absenteeism.

CAVA @ Maricopa plans to address these performance issues and gaps by identifying areas of need with a universal screening tool to properly group students into instructional levels. We will continue to assign Instructional Levels in math in an effort to provide a better focus on targeted instruction within their core/homeroom classes to meet specific, individual goals.

Plans for each quarter and semester will be written on Individual Learning Plans to ensure each student is focused on their needed, individual goals.

High School students will have individualized grad plans to keep them focused on the path needed for graduation.

Teachers will receive professional development on how to utilize the curriculum and response to intervention to meet varying needs, along with how to review and respond to assessment data to ensure academic success for all students. Focused professional development will help teachers learn how to properly differentiate instruction within their classes in our unique environment.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A (School is not in CSI)

Support for Identified Schools

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

N/A (School is not in CSI)

Monitoring and Evaluating Effectiveness

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

N/A (School is not in CSI)

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 1

Increase the percentage of students in CAVA @ Maricopa mastering both ELA and Math.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
                     Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator SBAC ELA grades 3-8 (Distance from Level 3/Standard Met) **18-19** 43 points below level 3 **Baseline** 46.4 points below level 3	54.1 Declined 6.7
Metric/Indicator SBAC Math grades 3-8 (Distance from Level 3/Standard Met) **18-19** 80 points below level 3 **Baseline** 85.8 points below level 3	116.4 Declined 11.8
Metric/Indicator EL reclassification rate **18-19** 25%	23.4% 8.5% Increase

Expected	Actual
Baseline 22.2%	
Metric/Indicator English Learner Progress **18-19** 72% **Baseline** 66.7%	80.1% - Well Developed 25% Mod Developed 27.3% Somewhat Development 20.5% Beginning Stage Increase 8.4
Metric/Indicator % of K2 pupils proficient on i-Ready Reading **18-19** 65% **Baseline** 61%	70.5% Decline 1.6%
Metric/Indicator % of K2 pupils proficient on i-Ready Math **18-19** 48% **Baseline** 45.8%	59% Increase 14%
Metric/Indicator Spring HS Course Pass Rate **18-19** 84% **Baseline** 82%	88.91% 6.59%
Metric/Indicator % of Title students with 1+ year growth on i-Ready Reading - Math - **18-19** Reading - 48% Math - 33%	45% Decline 1%

Expected	Actual
Baseline Set Baseline	
Metric/Indicator College/Career readiness **18-19** Set Baseline **Baseline** Grades 9-12 added in 16-17	College/Career Readiness: 9% (9 students) prepared Decline 1.3% Prepared Students: Met via Career Technical Education - 11.1% Met via Scoring Level 3 on both ELA and Mathematics on Smarter Balanced Summative Assessments. - 88.9% Met via College Coursework - 0% Met via a-g Coursework - 33.3% Met via State Seal of Biliteracy - 11.1%

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Professional Development	ES: Professional Development meetings both in-person and virtually 4 times per year. Teachers are required to complete professional development training within CAVA or outside of school trainings (book, course, or conference) once per Semester (twice per year), as part of their training tracker. Teachers collaborate on a weekly basis as a grade level team, which also included professional development once per month with their lead. Teachers are assigned trainings with CAVA at the beginning of the	Training, materials, teacher salaries Supplemental and Concentration 1,302,630	Training, materials, teacher salaries LCFF Supplemental and Concentration 153,040.96

year and given PD opportunities throughout the year with K12 (POP) and SOLO.

MS: In person PD in August focusing on: SAP ELA, Core Path suggested pacing guide for the semester, Writer's Workshop SAP Math, Core Path suggested pacing guide for the semester, Math Remediation Student Centered Standards M Standards Overview & Data Conferences Instructional Framework Data Report Review 5 Principals of Extraordinary Math Teaching - Discussion Grade Level Instructional Planning **Monthly PDs and PLCS with team reviewing and reflecting on topics covered in August. Ongoing instructional coaching focusing on learning targets and SOLO; IC support assists teachers in reaching all students, including low income, EL, and students with disabilities by scaffolding learning and increasing depth of knowledge over time. Ongoing data conferences (individual and team) reviewing data to see where there are gaps in student support; focus on instructional levels and ensuring students are invited to the correct number of targeted sessions weekly in order to provide student-specific support.

HS: In person PD in August (Welcome Meeting- focus on CAASPP, Interim Assessments in Math and ELA courses, Instructional Leveling and targeted

sessions based on Math or ELA level assigned to help students improve in identified area of need), December (Team Collaboration Day- discuss strategies for targeted sessions, instructional leveling process and purpose), and April (Team Collaboration Day- discuss strategies for targeted sessions, instructional leveling process and purpose), All staff meeting online each month (discuss strategies for targeted sessions, instructional leveling process and purpose), Regional meeting online by team each quarter (discuss strategies for targeted sessions, instructional leveling process and purpose), Data Driven Instruction Meetings (during modified and full instructional break weeks- 7 times during school year, discuss strategies for targeted sessions, instructional leveling process and purpose), Instructional Coaching Sessions (including peer observations, during modified and full instructional break weeks- 7 times during school year, -discuss strategies for targeted sessions, instructional leveling process and purpose), Professional Learning Community meetings online (during modified and full instructional break weeks- 7 times during school year, -discuss strategies for targeted sessions, instructional leveling process and purpose), online sessions (discuss strategies for targeted sessions, instructional leveling process and

purpose), K12 Best Practices Conference

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Progress monitoring assessment	ES: Teachers are required to send each student a ILP and Classroom Guide and Course Catalog at the beginning of the year. Teachers can cnage the student's path at anytime based of their proficiency level and need for support. Teachers can also assign FAST and LEAP services for support and use their own targeted instructional sessions to meet their needs. MS: Students receive messaging of the ILP components at the start of the quarter, as well as when any changes occur with academic planning. Intervention support is provided and modifications are made to ILPs throughout the school year. Students at the Below Basic instructional level in Math are enrolled in required LEAP sessions as part of our math remediation plan, those at the Basic level in math are offered "recommended" LEAP sessions. Students at the Below Basic level in ELA are offered optional workshops through LEAP. Teachers may also refer to LEAP at any time based on data or parent request. Progress Trackers are used by teachers and administrators to verify students'	Universal Screener/Progressing Monitoring Assessment Supplemental and Concentration 35,119	Universal Screener/Progressing Monitoring Assessment LCFF Supplemental and Concentration 9,052.63

progress and that they are accessing curriculum which is aligned to grade level standards.

HS: The homeroom teacher utilizes time in data driven meetings to evaluate which students need additional support. Then the teacher and administrator (regional lead) chart a course of action which could include AS with the teacher, a FASL, LEAP support, calls/emails, or other available intervention strategies. I-ready, Interim assessments, CAASP

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Create an Individualized Learning Plan for each student and utilize a Response to Intervention model to determine level of support each pupil needs in ELA. Verify pupils have access through their online learning system to standards aligned curriculum.	ES: Teachers are required to send each student a ILP and Classroom Guide and Course Catalog at the beginning of the year. Teachers can change the student's path at anytime based of their proficiency level and need for support. Teachers can also assign FAST and LEAP services for support and use their own targeted instructional sessions to meet their needs. MS: Students receive messaging of the ILP components at the start of the quarter, as well as when any changes occur with academic planning. Intervention support is provided and modifications are made to ILPs throughout the school year. Students at the Below	Student Information Systems Supplemental and Concentration 62,595	Student Information Systems LCFF Supplemental and Concentration 20,076.44

Basic instructional level in Math are enrolled in required LEAP sessions as part of our math remediation plan, those at the Basic level in math are offered "recommended" LEAP sessions. Students at the Below Basic level in ELA are offered optional workshops through LEAP. Teachers may also refer to LEAP at any time based on data or parent request. Progress Trackers are used by teachers and administrators to verify students' progress and that they are accessing curriculum which is aligned to grade level standards.

HS: The homeroom teacher utilizes time in data driven meetings to evaluate which students need additional support. Then the teacher and administrator (regional lead) chart a course of action which could include AS with the teacher, a FASL, LEAP support, calls/emails, or other available intervention strategies.

Transcripts and report cards are housed in Pathways and used to complete the ILP/Grad Plans in Total View. In addition, Pathways is used to document the RTI process, including goals, assessments, interventions, growth, and related communication.

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Comprehensive English Language development program addressing language and academic needs of diverse EL population. Continue to refine plan for supporting long-term ELs. Track the progress of each RFEP student and provide targeted interventions when students are not meeting standards.	The ELD department has successfully implemented small group instruction for all EL students. Each group is offered 60-90 minutes a week of live instruction depending on grade level and need. The number of students in each group is kept to 12 or less to meet individual needs. For students who need additional support, instruction is reinforced independently through an online ELD program. All EL students who have met the criteria as LTEL attend live class connect sessions using specific curriculum that focuses on increased knowledge of academic vocabulary. If needed, LTEL are provided engagement intervention. Twice a year reclassified English proficient (RFEP) students, who have been reclassified within the past four years, are monitored for progress and overall success in school. This is done by reviewing state testing scores, progress and grades in the ELA course, i-Ready reading assessment, and engagement. If a student is showing a lack of success in the ELA course due to language, that student is offered ELD services once again through ESL ReadingSmart and live class connect sessions if needed. The ELD department also aids in placing unsuccessful reclassified	ELD: Support (Teachers (Lead), Clerk, Curriculum) Supplemental and Concentration 54,292	ELD: Support (Teachers (Lead), Clerk, Curriculum) LCFF Supplemental and Concentration 20,906.98

	students into the FAST program if engagement is an issue.

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue increased instructional time with credentialed teacher. Regular and consistent evaluation of student work samples to identify gaps in skills, provide ongoing feedback, and determine appropriate supports and interventions. Focus on targeted instruction.	ES: All teachers offer 15 hours of instruction weekly. This includes 4 targeted instruction sessions offered to below basic students in math and the same in ELA, they offer 2 targeted instruction sessions to basic students in math and the same in ELA, and they offer a minimum of 1 targeted instruction session to proficient students in math and 1 in ELA. Student work is evaluated regularly in the form of submitted work samples and completed work in instructional sessions. MS: teachers provide up to 15 hours of targeted instruction weekly in order to support their students. Instruction is whole group, small group and 1:1, targeted to student needs and aligned with the m-standards in both Math and ELA. Levels are based on the iReady initial diagnostic, the interim assessments, and teacher assessment/observation. Student work samples are reviewed and evaluated weekly and meaningful, timely feedback is given to students so that they can improve their skills. All data points are reviewed frequently in order to	Teachers	

determine needed supports and interventions.

HS: teachers will provide 15 hours of interactive time with students- this includes full, small group, and one on one settings for content sessions, targeted tutoring, academic support, content support, teachers use student work submitted in content courses, i-Ready assessments, and Interim Assessments to identify areas of need and provide support, students assigned to an instructional level and offered targeted sessions in the areas of English and math (instructional level based on i-Ready assessment, interim assessment, and course grade)

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Daily practice and reinforcement of skills through online platform assignments and supplemental activities.	Faculty from all departments met in person in the fall to carefully examine the math and ELA curriculum to create guides for teachers to align standards with curriculum. ES: All teachers offer 15 hours of instruction weekly focused on common core and CA adopted standards. This includes 4 targeted instruction sessions offered to below basic students in math and the same in ELA, they offer 2 targeted instruction sessions to	Teachers	

basic students in math and the same in ELA, and they offer a minimum of 1 targeted instruction session to proficient students in math and 1 in ELA. Student work is evaluated regularly in the form of submitted work samples and completed work in instructional sessions.

MS: Curriculum Specialists and RLs provide resources for supplemental materials for teachers to use as needed. Teachers use Student Achievement Plans (SAPs), created by the Curriculum Specialists. ?Each grade-level SAP provides lesson planning resources including Scope and Sequence/CCSS alignments, course overviews, and grading guidelines. i-Ready diagnostic assessments are assigned to students at the beginning and end of the year and then Interim Standards Mastery assessments are assigned 4x/year to check for proficiency with key Math and Reading standards.

HS: Math and English teachers review interim assessments to ensure master standards are covered. Teachers review results in PLC meetings and invite students to remediation sessions if student has not mastered the specific standard.

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue Transitional Kindergarten program	Transitional Kindergarten program offered to eligible students for kindergarten preparedness needs through the Embark curriculum.	Teachers	

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to increase awareness of AP courses and exam registrations in an effort to increase the number of students taking the AP exam. Continue to provide a standards based resource program for AP students in select courses.	We provided a standards based resource program for AP students in select courses.	AP Support: Standards Based Assessment Supplemental and Concentration 223	AP Support: Standards Based Assessment LCFF Supplemental and Concentration 14.50

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Create and monitor a 4-year Graduation Plan for all students.	HS Counselors meet with students to create a 4- year graduation plan for students and monitor their progress.	Teachers, Guidance Counselors	

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Teachers will develop student support plans with effective teaching strategies for struggling learners.	Teachers work with Regional Leads to place students on three week action plan/and or work contract with specific goals in Math and ELA for a systematic back on track plan. Weekly meetings are	Teachers, universal screener	

Teachers provide tutoring in reading/ELA instruction on a regular basis. Instruction is based on targeted areas of deficiency as identified by curriculum assessments aligned to CCSS and the K2 Benchmark Assessment. Universal screener and progress monitoring assessment results are used to inform decisions that provide targeted support in our tiered RTI model.	held with LC, student and teacher to review OLS progress goals. Teachers provide targeted small group instruction for below basic and far below basic students.

Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Increase instruction in small group reading intervention classes for struggling students (tier 2 and 3). These students are selected and placed through a referral process used to target at risk learners, as identified by several areas that include teacher observation, lack of progress toward grade level ELA goals based on CCSS, scoring below grade level expectation on the K2 Benchmark Assessment, and parent conferencing.	The program target Tier 2 and 3 struggling learners in a Response to Intervention model. Students working more than one year below age-appropriate grade level are referred for intensive intervention services with a Tier 2 Intervention Support Teacher or a Tier 3 Intervention Specialist. These students are considered the most "at-risk" of failing in reading, and priority is given to students who are instructionally more than two years below grade level. These students are referred for services by their teacher using the following pieces of data: i-Ready Reading Diagnostic Assessment, SBAC results in ELA for grades 3-8,11 (standardized testing measures), teacher judgment based on student progress in	Title I Teachers Title I	

| | current curriculum, current course placement for grades 9-12, and parent interview. | | |

Action 12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue the FAST team in grades K-12 to encourage students to submit assignments and break down barriers that are keeping kids from passing courses.	The FAST team continues to offer support for grades TK-12 based on GE/HRT referrals to the FAST program. Student support is targeted based on the reason(s) cited by the teacher or lead in the referral, including lack of attendance, poor communication, lack of progress in completing assignments, incomplete strong start, and social emotional difficulties. Through the use of Back on Track plans and weekly conferences with FAST staff, students are encouraged to make continued progress in accordance with the reason for the referral and to work through the barriers that are keeping them from passing their courses.	FAST staff Supplemental and Concentration 35,839	FAST Staff LCFF Supplemental and Concentration 15,499.08

Action 13

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide education, resources, and support to staff on how to best utilize the curriculum and RTI process to increase student achievement. Continue Instructional Coaching for teachers as personalized professional development and provide and	Provide education, resources, and support to staff on how to best utilize the curriculum and RTI process to increase student achievement. Increase Instructional Coaching for teachers as personalized professional development and provide and	Curriculum Specialists Supplemental and Concentration 131,375	Curriculum Specialists LCFF Supplemental and Concentration 26,935.57

encourage opportunities for peer observation.

encourage opportunities for peer observation. Curriculum Specialists meet with teachers for Professional Learning Community (PLC) meetings once each instructional cycle (about every 5-6 weeks). During these meetings, best practices are shared among staff to provide effective strategies to use in our online classrooms. Professional Development opportunities at these meetings focus on discussions of how to best utilize, modify, and improve curriculum in each content area. Topics include proven instructional strategies, preparing students for testing, tips & tricks for engaging class connect sessions, and application of new technologies in our virtual setting. The Professional Development focuses are developed by researching key components to ensure academic growth of all students at every instructional level (Advanced, Proficient, Basic, or Below Basic). Teachers use classroom and testing data to identify areas of need and to set goals to improve student mastery in these areas. This is done in content specific groups to provide teacher support and best practices within our teaching communities. Teachers receive instructional coaching as personalized professional development to improve their instruction. Instructional coaching is provided each quarter, with Regional Leads and Curriculum Specialists observing teachers and

providing feedback & support. Instructional coaching sessions focus on goal setting, reflection, and sharing strategies to support teachers with developing their instruction and engaging students in their sessions. Following the observation, teachers have the opportunity to reflect upon their practices, set goals and observe their colleagues. Best practices are shared by the RLs & CSs as necessary. The IC rubric is discussed and quarterly goals are reviewed. Teachers are given the opportunity to do self-reflections and also to do peer observations.

Action 14

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue communication with all students regarding A-G requirements and opportunities to meet the requirements. Continue to offer in-person science lab opportunities.	MS: Info sessions are held for 8th graders/families in the spring providing information regarding HS program and requirements along with access to HS guidance counselors for questions. HS: GCs provide GC Newsletter and email students regarding A-G requirements, especially pertaining to meeting the d requirement through our science labs. Each semester a parent lab orientation session is held to discuss meeting the d requirement and completing our in-person lab courses. CAVA-LA specifically offers Biology & Chemistry labs in Simi Valley & a Biology lab in Downey. Students also have access to other lab	Science Labs: Sites, travel, supplies Supplemental and Concentration 6,948	Science Labs: Sites, travel, supplies LCFF Supplemental and Concentration 3,332.03

	locations in Southern California including Biology & Physics in Redlands, Physics in Santa Ana, and Chemistry in Menifee, and Biology & Chemistry & San Diego.

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 above actions and services were implemented as planned. Professional Development was provided for teachers both in person and virtually. While Professional Development topics varied, the primary emphasis was placed on reviewing and analyzing data and providing effective instruction based on student assessment data to ensure all instruction is aligned to the high priority common core standards . Our highly qualified teachers focused on the most important standards at each grade level to drive instruction to ensure students were prepared for the next grade level and beyond. All teachers maintained their instructional hours at 15 hours each week. This provided students opportunities to receive live support and instruction, ultimately leading to increased levels of mastery in ELA and Math. Instructional Coaching was also further implemented and teachers were observed and coached multiple times throughout the year. The Intervention team held both math and reading sessions in small groups and Tier 2 and Tier 3 students were required to attend.

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

With increased instructional groupings based on instructional levels, increased live instructional hours and focusing on the crucial common core state standards at each grade level, we are starting to see some improvements in our pass rates. Teachers offered targeted instruction based on the needs of each instructional path group of students which led to increased engagement/class participation during sessions. More students were engaged during intervention classes and we saw an increase in the amount of students who received focused instruction. The FAST team provided a great deal of support with focused student support and increased engagement in their online lessons and coursework.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Due to a material decrease in estimated enrollment, which materially reduced general funding, the school was not able to meet this goal's budgeted expenditures.

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

The instructional coaching program will be increased. Additional instructional time, through a summer school program. Actions/Services that were previously in the SPSA, have been added to the LCAP. Added PD for new teachers before school starts. Next school year, the A-G science requirements will be met through the virtual science courses. In high school, we are adding a CTE program and 11th grade SBAC math prep course.

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 2

Increase engagement level percentages of CAVA @ Maricopa learning coaches and students through meaningful instruction.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
                       Priority 5: Pupil Engagement (Engagement)
                       Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Chronic Absenteeism **18-19** 25% **Baseline** 26.7%	28.10% Increased 3.5%
Metric/Indicator Graduation Rate **18-19** 65% **Baseline** 60.8%	72% Declined 9.3%
Metric/Indicator School attendance rates **18-19**	92.38% Increased .23%

Expected	Actual
97% **Baseline** 95.8%	
Metric/Indicator Student participation in live sessions **18-19** Increase 5% **Baseline** N/A	ES-61.84 MS-65.1 HS-60.87 ES-Increase 8.56% MS-Increase 3.3% HS- Increase 6.47%
Metric/Indicator Suspension Rate **18-19** 0% **Baseline** 0%	0% - Maintained, no change
Metric/Indicator Parent Engagement **18-19** Met **Baseline** Met	Met
Metric/Indicator School Climate **18-19** Met **Baseline** Met	Met
Metric/Indicator % of parents who attend the Intervention Program Orientation. **18-19** Increase by 5% **Baseline** 321 attendees	28 attendees. With reduced population in Maricopa, new baseline will be set.

	Expected		Actual
Metric/Indicator % of parent participating in IEPs **18-19** 95%			IEP Data is not trackable at this time
Metric/Indicator Parent participation in engagement sessions **18-19** Set baseline			This data is not trackable at this time
Metric/Indicator Dropout Rate **18-19** 5% **Baseline** N/A			NA
Metric/Indicator Expulsion Rate **18-19** 0% **Baseline** 0%			NA

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Professional Development	ES: Professional Development meetings both in-person and virtually 4 times per year. Teachers are required to complete professional development training within CAVA or outside of school trainings (book, course, or	Training, materials, teacher salaries Supplemental and Concentration	

conference) once per Semester (twice per year), as part of their training tracker. Teachers collaborate on a weekly basis as a grade level team, which also included professional development once per month with their lead. Teachers are assigned trainings with CAVA at the beginning of the year and given PD opportunities throughout the year with K12 (POP) and SOLO.

MS: In person PD in August focusing on: SAP ELA, Core Path suggested pacing guide for the semester, Writer's Workshop SAP Math, Core Path suggested pacing guide for the semester, Math Remediation Student Centered Standards M Standards Overview & Data Conferences Instructional Framework Data Report Review 5 Principals of Extraordinary Math Teaching - Discussion Grade Level Instructional Planning **Monthly PDs and PLCS with team reviewing and reflecting on topics covered in August. Ongoing instructional coaching focusing on learning targets and SOLO; IC support assists teachers in reaching all students, including low income, EL, and students with disabilities by scaffolding learning and increasing depth of knowledge over time. Ongoing data conferences (individual and team) reviewing data to see where there are gaps in student support; focus on instructional levels and ensuring students are invited to the

correct number of targeted sessions weekly in order to provide student-specific support.

HS: In person PD in August (Welcome Meeting- focus on CAASPP, Interim Assessments in Math and ELA courses, Instructional Leveling and targeted sessions based on Math or ELA level assigned to help students improve in identified area of need), December (Team Collaboration Day- discuss strategies for targeted sessions, instructional leveling process and purpose), and April (Team Collaboration Day- discuss strategies for targeted sessions, instructional leveling process and purpose), All staff meeting online each month (discuss strategies for targeted sessions, instructional leveling process and purpose), Regional meeting online by team each quarter (discuss strategies for targeted sessions, instructional leveling process and purpose), Data Driven Instruction Meetings (during modified and full instructional break weeks- 7 times during school year, discuss strategies for targeted sessions, instructional leveling process and purpose), Instructional Coaching Sessions (including peer observations, during modified and full instructional break weeks- 7 times during school year, -discuss strategies for targeted sessions, instructional leveling process and purpose), Professional Learning

Community meetings online (during modified and full instructional break weeks- 7 times during school year, -discuss strategies for targeted sessions, instructional leveling process and purpose), online sessions (discuss strategies for targeted sessions, instructional leveling process and purpose), K12 Best Practices Conference.

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to utilize the FAST staff in grades TK-12 to promote engagement in school and attendance awareness by: providing social emotional learning classes; improving study skills and organization; on-boarding new families to provide a strong start to school; providing parent education and outreach; and educating families on the importance of attendance and the effect of truancy	We continue to utilize the FAST staff in grades TK-12 to promote engagement in school and attendance awareness by: providing social emotional learning classes and individual support for students and families with social-emotional struggles; working with students and families to improve study skills and organization during weekly meetings and through Back on Track Plans; providing orientations, help desks, and one-on-one support to new families to foster a strong start to school; providing parent education and outreach through Strong Start, ongoing attendance education, and by facilitating school outings. The 7 Mindsets social emotional program is implemented and available to all students in grades 1-12. In addition, the FAST Compliance Liaisons work to reduce chronic absenteeism	FAST Staff Supplemental and Concentration 35,839 FAST Staff, Social Emotional Support Program Supplemental and Concentration 34,297	FAST Staff LCFF Supplemental and Concentration 15,499.08 FAST Staff, Social Emotional Support Program LCFF Supplemental and Concentration 4,513.63

	through proactively educating families on the unique attendance requirements in our school setting and the effects of non-attendance on a child's education. These sessions were attended by 54.4% of students this school year.		

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Frequent communication with newsletters, phone calls, emails and live sessions. Provide Learning Coaches with orientations and workshops to support student learning	We continued to have frequent communication with newsletters from all levels of school administration and teachers. We maintained constant communication via phone calls, emails and live sessions. We provided Learning Coaches with orientations and workshops to support student learning.	Teachers Supplemental and Concentration	

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Online middle school platform to increase student engagement and communication through personalizing tools and resources	Teachers were able to provide families with real time grades and updates. Teachers able to send emails to student email accounts and families copied on all communication.	Online school platform	

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to offer increased live instruction time with students via class connect sessions (BbC), and increase hours provided by intervention staff to further support struggling students. Monitor student attendance to live sessions and provide support to students who are not attending	K5: All teachers offer 15 hours of instruction weekly. This includes 4 targeted instruction sessions offered to below basic students in math and the same in ELA, they offer 2 targeted instruction sessions to basic students in math and the same in ELA, and they offer a minimum of 1 targeted instruction session to proficient students in math and 1 in ELA. Student work is evaluated regularly in the form of submitted work samples and completed work in instructional sessions. MS: teachers provide up to 15 hours of targeted instruction weekly in order to support their students. Instruction is whole group, small group and 1:1, targeted to student needs and aligned with the m-standards in both Math and ELA. Levels are based on the iReady initial diagnostic, the interim assessments, and teacher assessment/observation. Student work samples are reviewed and evaluated weekly and meaningful, timely feedback is given to students so that they can improve their skills. All data points are reviewed frequently in order to determine needed supports and interventions. HS: teachers will provide 15 hours of interactive time with students-	Teachers	

	this includes full, small group, and one on one settings for content sessions, targeted tutoring, academic support, content support, teachers use student work submitted in content courses, i-Ready assessments, and Interim Assessments to identify areas of need and provide support, students assigned to an instructional level and offered targeted sessions in the areas of English and math (instructional level based on i-Ready assessment, interim assessment, and course grade)

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
School spirit days, assemblies and honor roll recognition	Each semester administrators host Internet Safety and Awards Assemblies. Regional Leads have been hosting College Weeks while Student Council has been hosting Spirit Weeks, Red Ribbon Week, Random Act of Kindness week and Learning Coach Appreciation activities.	Teachers	

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide one-on-one and small group interventions to support students to increase daily progress in assigned lessons.	ES: Teachers provide Math and ELA instruction weekly to students based on their instructional levels of Below Basic, Basic, Proficient or Advanced. These levels are determined utilizing i-Ready	Teachers	

diagnostics and standards mastery assessments, teacher given assessments and observation of student achievement in live sessions.

MS: Teacher provides Math and ELA small group instruction based on the students instructional levels. Levels are based on the iReady initial diagnostic, the interim assessments, and teacher assessment/observation.

HS: The homeroom teacher utilizes time in data driven meetings to evaluate which students need additional support. Then the teacher and administrator (regional lead) chart a course of action which could include AS with the teacher, a FASL, LEAP support, calls/emails, or other available intervention strategies. Additionally, Principals use interim assessment data to target students in need of additional support; these students are placed in instructional levels that require them to attend small group, targeted support sessions with their English and Math teachers.

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
IEPs will be preceded by telephone contact by Education Specialists in order to initiate participation and	Prior to the IEP meeting, SpEd teachers contact parents by phone and/or email to schedule the meeting and gather parent input	Special Education teachers	

provide reminders for the upcoming IEP meeting.

Special Education staff will hold collaboration meetings with parents to ensure that students are receiving appropriate accommodations, services, and supports.

regarding how their child is doing academically and also discuss any other questions/concerns they might have. The information gathered is added to the Present Levels of Performance page on the IEP document and shared with the team at the meeting. Throughout the school year the SpEd teacher maintains contact with the family through phone calls and emails to address any concerns as they arise and provide updates and other school related info. If any of the IEP team members/parents for the student have any concerns, the team will hold another IEP meeting to address the concerns. One of the key pieces, which can be a bit challenging, is making sure that GE and SPED are on the same page when making adjustments to student's schedule/workload. I sometimes don't know how often students are attending their GE classes or how much time they actually spend doing school work each day. I know there is probably a tracker that I can use in SP. As far as SAI classes, I am able to see student progress there and can speak to student progress as it relates to IEP goals. Collaboration calls between parent, GE and SPED teachers occur as needed or if the IEP lists this as a support on the IEP.

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Provide interpreter and translation services so families who speak a language other than English will be engaged in school.	The school contracts with an over the phone interpreting service called Certified Languages International (CLI). The service provides on-demand interpreters in over 200 languages. This service allows teachers and other staff to communicate with limited English proficient (LEP) parents in their native language during initial calls, parent conferences, and scheduled IEP meetings. The school uses Document Tracking Services to translate documents. A library of Spanish documents is housed in SharePoint for teachers to access. If there is a document that needs translating and is not already in the library the teacher can request the document to be translated and the ELD department will process it.	ELD: Interpreter & Translation Services (CLI/DocTrack) Supplemental and Concentration 1,682	ELD: Interpreter & Translation Services (CLI/DocTrack) LCFF Supplemental and Concentration 1,206.83

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 above actions and services were implemented as planned. Professional Development was provided across all grade bands both in person and virtually. Parent orientations were held prior to their enrollment by the FAST team on boarding). Orientations included how to use both the OLS/OLMS. Outings were held in all grade levels multiple times throughout the year. National Junior Honor Society allowed students opportunities to get more involved in their community. Teachers, together with their students and families created and updated goals between quarters. Parent Surveys were sent to families to gather feedback on important policies that have been implemented. To increase engagement, we continued to utilize a proactive Strong Start on boarding program that required students to attend orientation with a FAST Liaison (FASL) or the Family Engagement Coordinator, make contact with a FASL, and login to the OLMS to complete diagnostic assessments and welcome to online learning courses. Students completed all components of the Strong Start program. Those that did not complete Strong Start were referred to the FASTeam for continued individualized support. We continued to offer a series of social emotional learning classes using the 7 Mindsets curriculum. These classes were offered to all students in grade K-12. Intervention staff and FAST liaisons held sessions that promoted positive school habits, such as

note taking, scheduling, and creating a home environment conducive to schooling. These combined efforts worked to engage families in increased academic supports, as well as re-engage non-compliant families.

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

In the Elementary Program, standards based grading has been an effective tool to engage students. Students are required to come to class and communicate with their teacher. Our Middle School and High School staff and students utilize announcements and discussion boards in the on-line school, which has increased their level of engagement. Students across all grade levels are attending live sessions daily, due to the increased instructional sessions being offered. In turn, they are completing and submitting more work. Teachers have evaluated more student work and student data, on a very regular basis and more than compared to years past, to determine mastery of grade level concepts and common core state standards. Students, together with their Learning Coach/Guardian, have attended school-wide assemblies and participated in school Spirit Days. Based on feedback collected via survey, our CAVA @ Maricopa parents appear to be more engaged. Parents have been attending our on boarding classes upon enrollment, along with Back on Track Meetings, Learning Coach Support sessions and Elementary to Middle School and Middle School to High School information sessions which have provided another opportunity to increase their overall engagement level.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Due to a material decrease in estimated enrollment, which materially reduced general funding, the school was not able to meet this goal's budgeted expenditures.

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

Added a video conferencing platform to increase communication with students and parents. Actions/Services that were previously in the SPSA, have been added to the LCAP.

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 3

All teachers in CAVA @ Maricopa will be fully credentialed and have access to the current CCSS curriculum and implement all of the CA academic and performance standard.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
                      Priority 2: State Standards (Conditions of Learning)
                      Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Basic (Teachers, Instructional Materials, Facilities) **18-19** Met **Baseline** N/A	met
Metric/Indicator Implementation of State Academic Standards **18-19** Met **Baseline** N/A	met
Metric/Indicator % of pupils enrolled in a board course of study **18-19**	100%

Expected	Actual
100% **Baseline** 100%	
Metric/Indicator % of English language learners with access to appropriate ELD support **18-19** 100% **Baseline** 100%	100%
Metric/Indicator % of students with access to targeted support programs **18-19** 100% **Baseline** 100%	100%

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Professional Development	ES: Professional Development meetings both in-person and virtually 4 times per year. Teachers are required to complete professional development training within CAVA or outside of school trainings (book, course, or conference) once per Semester (twice per year), as part of their training tracker. Teachers collaborate on a weekly basis as a grade level team, which also	Training, materials, teacher salaries	

included professional development once per month with their lead. Teachers are assigned trainings with CAVA at the beginning of the year and given PD opportunities throughout the year with K12 (POP) and SOLO.

MS: Student Achievement Plans were provided to teachers to ensure alignment with CCSS. Training was provided to ensure teachers knew how to use the SAPs. Teachers were also provided with training and resources for the m-standards at each GL in Math and ELA, along with a tracker to track the date of instruction and any reteaching needed

HS: Teachers participate in English Learners training and English Language Development training each year in order to ensure students are provided with materials and supports that are specifically designed to enable students at each level of English language proficiency to acquire academic English rapidly, efficiently, and effectively.

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Professional development for teachers, administrators on how to scaffold the CCSS for access for English learners.	Student Achievement Plans were provided to teachers to ensure alignment with CCSS. Training was provided to ensure teachers	training and materials	

	knew how to use the SAPs. Teachers were also provided with training and resources for the m-standards at each GL in Math and ELA, along with a tracker to track the date of instruction and any reteaching needed HS: Teachers participate in English Learners training and English Language Development training each year in order to ensure students are provided with materials and supports that are specifically designed to enable students at each level of English language proficiency to acquire academic English rapidly, efficiently, and effectively.

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to offer increased time in Specialized Academic Instruction sessions, as well as monthly collaboration calls with all stakeholders (student with IEP, Learning Coaches, service providers, general education teachers, and special education teachers).	SAI sessions discussed during IEP meetings and time/ sessions are added to help student achieve goal(s) listed in IEP. Stakeholders all included/ consulted in goal writing during IEP.	SPED Staff	

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Credential specialist will review all teacher assignments and ensure teachers are highly qualified. Salary increases granted to better	Credential specialist reviewed all teacher assignments and ensure teachers are highly qualified.	Teachers Supplemental and Concentration 475,841	Teachers LCFF Supplemental and Concentration 542,332.99

attract and retain highly qualified and credentialed instructional staff.

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Offer a broad range of courses, including core, comprehensive, honors and AP	We provided a standards based resource program for AP students in select courses.	Curriculum	

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide an internet subsidy for students who qualify for free and reduced lunch.	We provide an internet subsidy for students who qualify for free and reduced lunch, sending reimbursements twice per year.	ISP Subsidy Supplemental and Concentration 45,043	ISP Subsidy LCFF Supplemental and Concentration 73,860.00

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

All CAVA @ Maricopa teachers are highly qualified to teach their grade level and/or subject matter. All teachers provide live instruction aligned with Common Core State Standards. All students have access to their age-appropriate grade level curriculum from K12. Students in grades TK-12 are assigned specific lessons and live instructional sessions based on their Individualized Learning Plan (ILP). In addition, students with an Individualized Education Plan (IEP) continue to receive live instruction from their Special Education Teacher. Students in all grade levels receive daily, live instruction and are provided with support and enrichment based on their grade level course work and areas of need.

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

The metrics, as shown above, indicate that CAVA @ Maricopa's actions are effective in working towards our goals. We will continue to provide the supports we have in place to ensure continued effectiveness in the next school year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Due to a material decrease in estimated enrollment, which materially reduced general funding, the school was not able to meet this goal's budgeted expenditures.

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

Added an additional support for Homeless students.

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 4

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Annual Measurable Outcomes

Expected	Actual

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

		Teachers, Student Information System, diagnostic assessment Supplemental	
		Teachers and Why Try Program Supplemental	

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.

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.

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.

Stakeholder Engagement

LCAP Year: **2019-20**

Involvement Process for LCAP and Annual Update

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

A School Site Council meeting was held on May 17, 2018, along with a parent survey that was sent to all CAVA @ Maricopa students, parents and staff members in May of 2018 in an effort to gather feedback on our LCAP goals for the annual review and analysis.   Throughout the year, parents and teachers provided feedback via pulse check surveys. The draft LCAP was sent to the Maricopa school board to review and to solicit their feedback. School Site Council met on May 18th to solicit feedback.

Impact on LCAP and Annual Update

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

The feedback that was gathered by students, families and staff provided confirmation that our current goals are on target and that no changes should be made at this time. Additionally, after reviewing our plans and action steps to help reach our goal, it has been determined that the increased instructional hours and the implementation of the FAST team have been key factors in support of the continual growth and success rates of CAVA @ Maricopa. Parents and Learning Coaches would like more information on College Awareness and Preperation.

Goals, Actions, & Services

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

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

Modified Goal

Goal 1

Increase the percentage of students in CAVA @ Maricopa mastering both ELA and Math.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
                      Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

On the CAASPP Smarter Balanced Assessments in Math and ELA, the majority of CAVA @ Maricopa student subgroups showed a decrease in scores. Students with Disabilities as well as Asian students showed the greatest area of need in English Language Arts. Additionally Students with Disabilities as well as Socioeconomically Disadvantaged students showed the greatest area of need in Mathematics. Over half of the students in CAVA @ Maricopa scored below grade level on the math and reading i-Ready assessment.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
SBAC ELA grades 3-8 (Distance from Level 3/Standard Met)	46.4 points below level 3	43 points below level 3 (Actual 59.1)	43 points below level 3	41 points below level 3
SBAC Math grades 3-8 (Distance from Level 3/Standard Met)	85.8 points below level 3	80 points below level 3 (Actual 102.5)	80 points below level 3	78 points below level 3
EL reclassification rate	22.2%	25% (Actual 15%)	25%	27%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
English Learner Progress	66.7%	70% (Actual 71.7%)	72%	74%
% of K2 pupils proficient on i-Ready Reading	61%	63% (Actual 72%)	65%	66%
% of K2 pupils proficient on i-Ready Math	45.8%	48% (Actual 45%)	48%	50%
Spring HS Course Pass Rate	82%	Grades 9-12 added in 16-17	84%	86%
% of Title students with 1+ year growth on i-Ready Reading - Math -	Set Baseline	Reading - 46% Math 31%	Reading - 48% Math - 33%	Reading 50% Math 35%
College/Career readiness	Grades 9-12 added in 16-17	Grades 9-12 added in 16-17	Set Baseline	+2%

Planned Actions / Services

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

Action 1

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

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

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

English Learners Foster Youth Low Income	Schoolwide	All Schools

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Professional Development	Professional Development	Professional Development

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	949,970	1,302,630	409,317.45
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	Training, materials, teacher salaries	Training, materials, teacher salaries	Training, materials, teacher salaries
Amount			5,130
Source			Title II
Budget Reference			Professional Development

Action 2

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

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

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

[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

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

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

English Learners
Foster Youth
Low Income

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

Schoolwide

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

All Schools

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Progress monitoring assessment	Progress monitoring assessment	Progress monitoring assessment

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	40,400	35,119	9,233.68
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	Universal Screener/Progressing Monitoring Assessment	Universal Screener/Progressing Monitoring Assessment	Universal Screener/Progressing Monitoring Assessment

Action 3

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Create an Individualized Learning Plan for each student and utilize a Response to Intervention model to determine level of support each pupil needs in ELA. Verify pupils have access through their online learning system to standards aligned curriculum.	Create an Individualized Learning Plan for each student and utilize a Response to Intervention model to determine level of support each pupil needs in ELA. Verify pupils have access through their online learning system to standards aligned curriculum.	Create an Individualized Learning Plan for each student and utilize a Response to Intervention model to determine level of support each pupil needs in ELA. Verify pupils have access through their online learning system to standards aligned curriculum.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	32,343	62,595	20,477.97
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	Student Information Systems	Student Information Systems	Student Information Systems

Action 4

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

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

| [Add Students to be Served selection here] | [Add Location(s) selection here] |

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Comprehensive English Language development program addressing language and academic needs of diverse EL population. Develop a plan for supporting long-term ELs. Track the progress of each RFEP student and provide targeted interventions when students are not meeting standards.	Comprehensive English Language development program addressing language and academic needs of diverse EL population. Continue to refine plan for supporting long-term ELs. Track the progress of each RFEP student and provide targeted interventions when students are not meeting standards.	Comprehensive English Language development program addressing language and academic needs of diverse EL population. Continue to refine plan for supporting long-term ELs. Track the progress of each RFEP student and provide targeted interventions when students are not meeting standards.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	26,848	54,292	21,325.12
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	ELD: Support (Teachers (Lead), Clerk, Curriculum)	ELD: Support (Teachers (Lead), Clerk, Curriculum)	ELD: Support (Teachers (Lead), Clerk, Curriculum)

Action 5

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

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

All

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

All Schools

OR

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

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

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Increase instructional time with credentialed teacher. Regular and consistent evaluation of student work samples to identify gaps in skills, provide ongoing feedback, and determine appropriate supports and interventions.	Continue increased instructional time with credentialed teacher. Regular and consistent evaluation of student work samples to identify gaps in skills, provide ongoing feedback, and determine appropriate supports and interventions. Focus on targeted instruction.	Continue increased instructional time with credentialed teacher. Regular and consistent evaluation of student work samples to identify gaps in skills, provide ongoing feedback, and determine appropriate supports and interventions. Focus on targeted instruction.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Action 6

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

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

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

All	All Schools

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Daily practice and reinforcement of skills through online platforms assignments and supplemental activities.	Daily practice and reinforcement of skills through online platform assignments and supplemental activities.	Daily practice and reinforcement of skills through online platform assignments and supplemental activities.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Action 7

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

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

OR

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

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

| [Add Students to be Served selection here] | [Add Scope of Services selection here] | [Add Location(s) selection here] |

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Transitional Kinder Program	Continue Transitional Kindergarten program	Continue Transitional Kindergarten program

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Action 8

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

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

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

| [Add Students to be Served selection here] | [Add Location(s) selection here] |

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Make students more aware and familiar with AP courses that are offered and how to register for AP exams in order to increase the number of students taking the AP exam. Provide a standards based resource program for AP students in select courses.	Continue to increase awareness of AP courses and exam registrations in an effort to increase the number of students taking the AP exam.	Continue to increase awareness of AP courses and exam registrations in an effort to increase the number of students taking the AP exam.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	116	223	14.79
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	AP Support: Standards Based Assessment	AP Support: Standards Based Assessment	AP Support: Standards Based Assessment

Action 9

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

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

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Create and monitor a 4-year Graduation Plan for all students.	Create and monitor a 4-year Graduation Plan for all students.	Create and monitor a 4-year Graduation Plan for all students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Action 10

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

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

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

All	All Schools

OR

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

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

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

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

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Teachers will develop student support plans with effective teaching strategies for struggling learners.	Teachers will develop student support plans with effective teaching strategies for struggling learners.	Teachers will develop student support plans with effective teaching strategies for struggling learners.

Teachers provide tutoring in reading/ELA instruction on a regular basis. Instruction is based on targeted areas of deficiency as identified by curriculum assessments aligned to CCSS and the K2 Benchmark Assessment. Universal screener and progress monitoring assessment results are used to inform decisions that provide targeted support in our tiered RTI model.	Teachers provide tutoring in reading/ELA instruction on a regular basis. Instruction is based on targeted areas of deficiency as identified by curriculum assessments aligned to CCSS and the K2 Benchmark Assessment. Universal screener and progress monitoring assessment results are used to inform decisions that provide targeted support in our tiered RTI model.	Teachers provide tutoring in reading/ELA instruction on a regular basis. Instruction is based on targeted areas of deficiency as identified by curriculum assessments aligned to CCSS and the K2 Benchmark Assessment. Universal screener and progress monitoring assessment results are used to inform decisions that provide targeted support in our tiered RTI model.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Action 11

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

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

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

All	All Schools

OR

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

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

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

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

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

Small group reading intervention classes for struggling students (tier 2 and 3). These students are selected and placed through a referral process used to target at risk learners, as identified by several areas that include teacher observation, lack of progress toward grade level ELA goals based on CCSS, scoring below grade level expectation on the K2 Benchmark Assessment, and parent conferencing.

Increase instruction in small group reading intervention classes for struggling students (tier 2 and 3). These students are selected and placed through a referral process used to target at risk learners, as identified by several areas that include teacher observation, lack of progress toward grade level ELA goals based on CCSS, scoring below grade level expectation on the K2 Benchmark Assessment, and parent conferencing.

Targeted support workshops and small group intervention classes for struggling students (tier 2 and 3). These students are selected through a referral process used to target at-risk learners, as identified by several areas that include teacher observation, lack of progress toward grade-level goals based on CCSS, scoring below grade level expectation on baseline assessments, and parent conferencing.
The program will target Tier 2 and 3 struggling learners in a Response to Intervention model. Students working more than one year below age-appropriate grade level are referred for intensive intervention services with a Tier 2 Intervention Support Teacher or a Tier 3 Intervention Specialist. These students are considered the most "at-risk" of failing in math and/or reading, and priority is given to students who are instructionally more than two years below grade level.
These students are referred for services by their teacher using the following pieces of data:
i-Reading Reading and/or Math Diagnostic Assessment
SBAC results in ELA & Math for grades 3-8,11 (standardized testing measures)
Teacher judgment based on student progress in current curriculum
Current course placement for grades 9-12
Parent interview

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			257,490
Source	Title I	Title I	Title I
Budget Reference	Title I Teachers	Title I Teachers	Intervention Specialists, Intervention Engagement Specialists Salaries
Amount			34,000
Source			Title I
Budget Reference			Administrative Salaries
Amount			625
Source			Title I
Budget Reference			Curriculum: SBAC Prep, Standards Plus

Action 12

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

English Learners
Foster Youth
Low Income

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

Schoolwide

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

All Schools

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Continue the FAST team in grades K-12 to encourage students to submit assignments and break down barriers that are keeping kids from passing courses.	Continue the FAST team in grades K-12 to encourage students to submit assignments and break down barriers that are keeping kids from passing courses.	Family Academic Support Liaisons: Family Academic Support Team (FAST) provides academic assistance, encouragement, and support to students and learning coaches when such support/assistance is deemed necessary to achieve academic success in the virtual school environment. The goal is to identify the root issue that is prohibiting the student from being successful in school, provide targeted support to build relationships, and bring about success and engagement.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	12,533	35,839	15,809.06
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	FAST staff	FAST staff	FAST staff
Amount			67,500
Source			Title I
Budget Reference			Family Academic Support Liaisons

Action 13

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

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

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

[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide education, resources, and support to staff on how to best utilize the curriculum and RTI process to increase student achievement. Increase Instructional Coaching for teachers as personalized professional development and provide and encourage opportunities for peer observation.	Provide education, resources, and support to staff on how to best utilize the curriculum and RTI process to increase student achievement. Continue Instructional Coaching for teachers as personalized professional development and provide and encourage opportunities for peer observation.	Provide education, resources, and support to staff on how to best utilize the curriculum and RTI process to increase student achievement. Continue Instructional Coaching for teachers as personalized professional development and provide and encourage opportunities for peer observation.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	66,805	131,375	27,474.28
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	Curriculum Specialists	Curriculum Specialists	Curriculum Specialists

Amount			45,845.09
Source			LCFF Supplemental and Concentration
Budget Reference			Instructional Coaches

Action 14

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

English Learners
Foster Youth
Low Income

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

Schoolwide

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

Specific Grade Spans: High School

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Continue communication with all students regarding A-G requirements and opportunities to meet the requirements. Increase in-person science lab opportunities.	Continue communication with all students regarding A-G requirements and opportunities to meet the requirements. Continue to offer in-person science lab opportunities.	Delete Action - Our science courses are now A-G approved so in-person science labs are no longer needed.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1,900	6,948	
Source	Supplemental and Concentration	Supplemental and Concentration	
Budget Reference	Science Labs: Sites, travel, supplies	Science Labs: Sites, travel, supplies	

Action 15

All	All Schools

OR

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

		New Action
		Intervention department leaders provide weekly staff development focused on improving instruction for at risk students. Topics include data driven instruction, observation and feedback cycles, and assessment strategies. Teaching and support staff are responsible for resource development, instructional coaching, and professional development on topics including virtual instruction best practices, implementing targeted instruction strategies, social emotional curriculum supports, and intervention curriculum implementation.

Budgeted Expenditures

Amount		42,100
Source		Title II
Budget Reference		Intervention Coordinator, Intervention Lead Teacher

Action 16

[Add Students to be Served selection here]	[Add Location(s) selection here]

<div align="center">

OR

</div>

English Learners Foster Youth Low Income	LEA-wide	All Schools

Actions/Services

		New Action
		Build new staff members capacity by providing release time for professional development and implementation of school and department processes and programs that support academic growth and proficiency in students in the virtual setting. Topics include: instructional strategies, differentiation and progression of learning, time management, communication, data-driven instruction, etc.

Budgeted Expenditures

| Source | | | ESSA Comprehensive Support and Improvement (CSI) Local Educational Agency (LEA) |
| Budget Reference | | | New Teacher Training |

Action 17

| Specific Student Groups: Low Preforming Block Grant [Add Students to be Served selection here] | | [Add Location(s) selection here] |

OR

| English Learners Foster Youth Low Income [Add Students to be Served selection here] | LEA-wide [Add Scope of Services selection here] | All Schools [Add Location(s) selection here] |

Actions/Services

		New Action
		Increase instructional time by providing K-8 students with a 6-week summer intervention program in math and reading. Provide credit recovery.

Budgeted Expenditures

Amount			24,003.48
Source			LCFF Supplemental and Concentration
Budget Reference			Summer School Staff

Amount			27,750
Source			Low-Performing Students Block Grant (LPSBG)
Budget Reference			Summer School Staff

Action 18

Students with Disabilities	All Schools

<div align="center">OR</div>

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

		New Action
		Make stronger connections between what is being taught in GE classroom and what is being reinforced in SAI classes. Assign specific designated supports and accommodations during the Individualized Education Process (IEP) to support access to learning and on the state testing. Increase opportunities for students to access the practice test for state testing.

Budgeted Expenditures

Action 19

[Add Students to be Served selection here]	[Add Location(s) selection here]

<div align="center">OR</div>

English Learners Foster Youth Low Income	Schoolwide	Specific Grade Spans: High School

Actions/Services

		New Action
		During 2019-20, we will start a Career Technical Education (CTE) program, Destinations Career Academy (DCA). The program will focus on the importance of career readiness education and the amazing opportunities it can provide for youth in high-demand, high-growth job fields. Our program is offered completely on-line and virtually help prepare students for entry into the workforce or military, or for continuing their education with a post-secondary institution. Being part of a CTE program allows for students to work towards earning a certification and obtaining technical & workplace skills while completing their high school requirements so that at the completion of their high school experience, they have the potential to graduate with a certification in addition to their high school diploma. Our program will focus on two industry sectors for initial rollout the Business and Finance Sector and the Marketing, Sales, and Services Sector.

Budgeted Expenditures

Amount			4,419.23
Source			LCFF Supplemental and Concentration
Budget Reference			CTE

Action 20

[Add Students to be Served selection here]	[Add Location(s) selection here]

<div align="center">OR</div>

English Learners Foster Youth Low Income	Schoolwide	Specific Grade Spans: 11th Grade

Actions/Services

		New Action
		All 11th graders will be required to take a Math SBAC Prep course that will be worth 2.5 units (math elective) and will last 10 weeks from the start of semester 2. The course will be made up of 10 blocks, based on the Math standards and focused on the released questions from the SBAC.

Budgeted Expenditures

Amount			38,890.46
Source			LCFF Supplemental and Concentration
Budget Reference			SBAC

Goals, Actions, & Services

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

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

Modified Goal

Goal 2

Increase engagement level percentages of CAVA @ Maricopa learning coaches and students through meaningful instruction.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
                      Priority 5: Pupil Engagement (Engagement)
                      Priority 6: School Climate (Engagement)

Local Priorities:

Identified Need:

Graduation rates for CAVA @ Maricopa students remain low at a rate of 57.9%, with 26.7% of students exhibiting chronic absenteeism. While there was an increased emphasis on parent education and involvement, the LEA must continue to focus on programs that increase student engagement and daily attendance to focus on course completion, mastering of standards and better performance on standardized testing.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Chronic Absenteeism	26.7%	Set Baseline	25%	25%
Graduation Rate	60.8%	63%	65%	67%
School attendance rates	95.8%	96%	97%	97%
Student participation in live sessions	N/A	Set Baseline	Increase 5%	Increase 2%
Suspension Rate	0%	0%	0%	0%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Parent Engagement	Met	Met	Met	Met
School Climate	Met	Met	Met	Met
% of parents who attend the Intervention Program Orientation.	321 attendees	Set Baseline	Increase by 5%	Increase by 2%
% of parent participating in IEPs		Set Baseline	95%	95%
Parent participation in engagement sessions		Set Baseline (measure changed)	Set baseline	Increase by 2%
Dropout Rate	N/A	Set Baseline 5.80%	5%	5%
Expulsion Rate	0%	0%	0%	0%

Planned Actions / Services

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

Action 1

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

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

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

[Add Students to be Served selection here]   [Add Location(s) selection here]

OR

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

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

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

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

English Learners Foster Youth Low Income	Schoolwide	All Schools

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Professional Development	Professional Development	Professional Development

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Action 2

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

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

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

[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

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

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

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

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

English Learners Foster Youth Low Income	Schoolwide	All Schools

Actions/Services

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

New Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Continue to utilize the FAST staff in grades TK-12 to promote engagement in school and attendance awareness by: providing social emotional learning classes; improving study skills and organization; on-boarding new families to provide a strong start to school; providing parent education and outreach; and educating families on the importance of attendance and the effect of truancy.	Continue to utilize the FAST staff in grades TK-12 to promote engagement in school and attendance awareness by: providing social emotional learning classes; improving study skills and organization; on-boarding new families to provide a strong start to school; providing parent education and outreach; and educating families on the importance of attendance and the effect of truancy	Continue to utilize the FAST staff in grades TK-12 to promote engagement in school and attendance awareness by: providing social emotional learning classes; improving study skills and organization; on-boarding new families to provide a strong start to school; providing parent education and outreach; and educating families on the importance of attendance and the effect of truancy

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	21,571	35,839	15,809.06
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	FAST Staff, Social Emotional Support Program	FAST Staff	FAST Staff
Amount		34,297	4,603.90
Source		Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference		Social Emotional Support Program	Social Emotional Support Program
Amount			67,500
Source			Title I
Budget Reference			Family Academic Support Liaisons

Action 3

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

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

All

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

All Schools

OR

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

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

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

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

New Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Frequent communication with newsletters, phone calls, emails and live sessions.

Provide Learning Coaches with orientations and
workshops to support student learning

2018-19 Actions/Services

Frequent communication with newsletters, phone calls, emails and live sessions.

Provide Learning Coaches with orientations and
workshops to support student learning

2019-20 Actions/Services

Frequent communication with newsletters, phone calls, emails and live sessions.

Provide Learning Coaches with orientations and
workshops to support student learning

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1368		258.04
Source	Supplemental and Concentration		LCFF Supplemental and Concentration
Budget Reference	Teachers		Video Conferencing

Action 4

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

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

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

All	All Schools

OR

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

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

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

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

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
New online middle school platform to increase student engagement and communication through personalizing tools and resources	Online middle school platform to increase student engagement and communication through personalizing tools and resources	Online middle school platform to increase student engagement and communication through personalizing tools and resources

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Action 5

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

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

Specific Student Groups: Homeless

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

All Schools

OR

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

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

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
		The Homeless Liaison is responsible for assuring that homeless children are fully integrated into the mainstream school setting and offered appropriate educational support as authorized under the McKinney-Vento Act for Homeless Education. The Homeless Liaison shall coordinate and collaborate with the state coordinator, community and school personnel responsible for the provision of education and related services to homeless students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			500
Source			Title I
Budget Reference			Homeless Liaison

Action 6

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

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

All

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

All Schools

OR

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

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

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Offer increased live instruction time with students via class connect sessions (BbC). Monitor student attendance to live sessions and provide support to students who are not attending	Continue to offer increased live instruction time with students via class connect sessions (BbC), and increase hours provided by intervention staff to further support struggling students. Monitor student attendance to live sessions and provide support to students who are not attending	Continue to offer increased live instruction time with students via class connect sessions (BbC), and increase hours provided by intervention staff to further support struggling students. Monitor student attendance to live sessions and provide support to students who are not attending

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Action 7

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

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

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

All	All Schools

OR

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

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

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

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

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
School spirit days, assemblies and honor roll recognition	School spirit days, assemblies and honor roll recognition	School spirit days, assemblies and honor roll recognition

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Action 8

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

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

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

All		All Schools

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide one-on-one and small group interventions to support students to increase daily progress in assigned lessons.	Provide one-on-one and small group interventions to support students to increase daily progress in assigned lessons.	Provide one-on-one and small group interventions to support students to increase daily progress in assigned lessons.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Action 9

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

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

OR

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

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

| [Add Students to be Served selection here] | [Add Scope of Services selection here] | [Add Location(s) selection here] |

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
IEPs will be preceded by telephone contact by Education Specialists in order to initiate participation and provide reminders for the upcoming IEP meeting. Special Education staff will hold collaboration meetings with parents to ensure that students are receiving appropriate accommodations, services, and supports.	IEPs will be preceded by telephone contact by Education Specialists in order to initiate participation and provide reminders for the upcoming IEP meeting. Special Education staff will hold collaboration meetings with parents to ensure that students are receiving appropriate accommodations, services, and supports.	EPs will be preceded by telephone contact by Education Specialists in order to initiate participation and provide reminders for the upcoming IEP meeting. Special Education staff will hold collaboration meetings with parents to ensure that students are receiving appropriate accommodations, services, and supports.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Action 10

All	All Schools

<div align="center">OR</div>

| [Add Students to be Served selection here] | [Add Scope of Services selection here] | [Add Location(s) selection here] |

Actions/Services

		New Action
		The Family Engagement Coordinator works to improve the levels of parent and

		student engagement, ensuring that this increased engagement leads to improved academic achievement. The FEC develops, records, and presents orientations and help desks for new students and families; facilitates and develops opportunities for students and families to come together and work academically and socially; and develops and manages content and serves as the primary contact point for the school social media presence. The FEC creates orientation recordings for staff, trainings on outings and related processes, and maintains school social emotional resources.

Budgeted Expenditures

Amount		4.679
Source		Title I
Budget Reference		Family Engagement Coordinator
Amount		4,656
Source		Title II
Budget Reference		Family Engagement Coordinator (Professional Development

Action 11

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

English Learners

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

Limited to Unduplicated Student Group(s)

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

All Schools

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide interpreter and translation services so families who speak a language other than English will be engaged in school.	Provide interpreter and translation services so families who speak a language other than English will be engaged in school.	Provide interpreter and translation services so families who speak a language other than English will be engaged in school.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		1,682	1,230.96
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	ELD: Interpreter & Translation Services (CLI/DocTrack)	ELD: Interpreter & Translation Services (CLI/DocTrack)	ELD Services: Interpreter & Translation Services (CLI/DocTrack)

Goals, Actions, & Services

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

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

Modified Goal

Goal 3

All teachers in CAVA @ Maricopa will be fully credentialed and have access to the current CCSS curriculum and implement all of the CA academic and performance standard.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Identified Need:

CAVA @ Maricopa must continue to utilize appropriately credentialed staff, provide standards based instructional materials, and offer professional development to ensure that teachers are aligning their instruction to the Common Core State Standards.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Basic (Teachers, Instructional Materials, Facilities)	N/A	Set Baseline (Met)	Met	Met
Implementation of State Academic Standards	N/A	Set Baseline (Met)	Met	Met
% of pupils enrolled in a board course of study	100%	100%	100%	100%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
% of English language learners with access to appropriate ELD support	100%	100%	100%	100%
% of students with access to targeted support programs	100%	100%	100%	100%

Planned Actions / Services

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

Action 1

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

English Learners
Foster Youth
Low Income

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

Schoolwide

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

All Schools

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Professional Development	Professional Development	Professional Development

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Action 2

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

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

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

All	All Schools

OR

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

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

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

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

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Professional development for teachers, administrators on how to scaffold the CCSS for access for English learners.	Professional development for teachers, administrators on how to scaffold the CCSS for access for English learners.	Professional development for teachers, administrators on how to scaffold the CCSS for access for English learners.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Action 3

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

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

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

Students with Disabilities	All Schools

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Continue to offer increased time in Specialized Academic Instruction sessions, as well as monthly collaboration calls with all stakeholders (student with IEP, Learning Coaches, service providers, general education teachers, and special education teachers).	Continue to offer increased time in Specialized Academic Instruction sessions, as well as monthly collaboration calls with all stakeholders (student with IEP, Learning Coaches, service providers, general education teachers, and special education teachers).	Continue to offer increased time in Specialized Academic Instruction sessions, as well as monthly collaboration calls with all stakeholders (student with IEP, Learning Coaches, service providers, general education teachers, and special education teachers).

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Action 4

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

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

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

English Learners

Foster Youth

Low Income

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

Schoolwide

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

All Schools

Actions/Services

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

New Action

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

Unchanged Action

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

2017-18 Actions/Services

Credential specialist will review all teacher assignments and ensure teachers are highly qualified

2018-19 Actions/Services

Credential specialist will review all teacher assignments and ensure teachers are highly qualified. Salary increases granted to better attract and retain highly qualified and credentialed instructional staff.

2019-20 Actions/Services

Credential specialist will review all teacher assignments and ensure teachers are highly qualified. Salary increases granted to better attract and retain highly qualified and credentialed instructional staff.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		475,841	217,984,.22
Source		Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference		Teachers	Teacher Salaries

Action 5

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

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

All

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

Specific Grade Spans: High School

OR

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

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

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Offer a broad range of courses, including core, comprehensive, honors and AP	Offer a broad range of courses, including core, comprehensive, honors and AP	Offer a broad range of courses, including core, comprehensive, honors and AP

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Action 6

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

Low Income

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

Limited to Unduplicated Student Group(s)

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

All Schools

Actions/Services

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

New Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide an internet subsidy for students who qualify for free and reduced lunch.	Provide an internet subsidy for students who qualify for free and reduced lunch.	Provide an internet subsidy for students who qualify for free and reduced lunch.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	50,112	45,043	75,337.20
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	ISP Subsidy	ISP Subsidy	ISP Subsidy

Action 7

Specific Student Groups: Homeless	All Schools

OR

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

		New Action
		Provide students living in a homeless situation a Kajeet Hotspot so they can access their online classes during the day.

Budgeted Expenditures

Amount			300
Source			Title I
Budget Reference			Kajeet Hotspot

Goals, Actions, & Services

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

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

New Goal

Goal 4

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Identified Need:

Expected Annual Measurable Outcomes

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

Planned Actions / Services

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

Action 1

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

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

All

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

OR

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

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

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Professional Development		

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Source	Title I	Supplemental	
Budget Reference	Training, materials	Teachers, Student Information System, diagnostic assessment	
Source	Supplemental	Supplemental	
Budget Reference	Teachers	Teachers and Why Try Program	

Action 2

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

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

All

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

OR

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

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

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

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

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Create an Individualized Learning Plan for each student and utilize a Response to Intervention model to determine level of support each pupil needs in Mathematics. Verify pupils have access through their online learning system to standards aligned curriculum.		

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Source	Supplemental		
Budget Reference	Teachers, Student Information System, diagnostic assessment		
Source	Title I		
Budget Reference	Intervention Lead Teacher,		

Action 3

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

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

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

All	

OR

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

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

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Create alignments for CCSS and curriculum		

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Source	Base		
Budget Reference	Curriculum Specialists		

Action 4

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

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

All

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

OR

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

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

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Regular and consistent monitoring, collection and feedback of performance activities assigned to students in their content courses.		

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Source	Base		
Budget Reference	Teachers		

Action 5

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

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

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

All	

OR

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

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

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

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

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

Direct instruction to incorporate and support the elements of common core including: peer feedback, multimedia, oral speech and presentation, individual/small group authentic problem solving, cross subject transfer, etc.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Source	Base		
Budget Reference	Teachers		

Action 6

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

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

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

All

OR

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

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

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

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

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Utilize common core content in benchmark assessment tools and activities to provide instructional support and preparation for Smarter Balance Assessment.		

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Source	Base		
Budget Reference	Teachers, benchmark assessment tools and activities		

Action 7

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

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

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

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

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

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

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

Foster Youth
Low Income

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Utilize the Why Try Program in order to increase teacher/student relationships, social-emotional needs and school engagement for foster youth		

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Source	Supplemental		
Budget Reference	Teachers and Why Try Program		

Action 8

OR

Actions/Services

Budgeted Expenditures

Source	Title I		
Budget Reference	Diagnostic & Instruction		
Budget Reference	See above		

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$932,034.00	20.96%

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 Supplemental funds are being expended on actions and service that are directed toward unduplicated student groups.

Low-Income:
- Increased targeted interventions provided by teachers
- Mark 12 reading remediation programs for grades 3-6
- Provide reimbursement for internet for families
- Create a Family Academic Support Team (FAST)
- Curriculum Specialists
- Career Technical Education (CTE) program
- 11th grade Math SBAC Prep Course
- Summer School Intervention Program

English Language Learners:
- Designated ELD instruction through an online program
- ELD instruction by ELD teachers and SDAIE strategies by all teachers
- Additional professional development on best strategies for working with EL

Redesignated Fluent English Proficient:
- Track the progress of each RFEP student
- Clerical staff for tracking progress

- Provide targeted interventions when students are not meeting standards

The Family Academic Support Team is dedicated to supporting all students demonstrating a need for support in the areas of engagement and achievement. By focusing on providing proactive, positive support, these individuals work with students and learning coaches on developing strategies and skills needed for success in the virtual school environment. This support is offered via phone, synchronous web-based sessions, and involves all team members in developing a plan for success. Students will be identified through a referral process indicating an area of need in one of the specific areas to be addressed below.

1) Attendance/Chronic Absenteeism

2) Retention

3) Graduation Rate

4) Academic Achievement

5) Sense of Connection to School

6) Student sense of self-efficacy

7) Social-Emotional Learning

Curriculum Specialists provide the following support for teachers working with all students in an effort to increase teacher effectiveness and to ensure the lessons provided are aligned to standards:
- Support teachers in targeting at risk populations and identified duplicated students struggling in their courses through data conferencing and data analysis.
- Standards-alignment of Curriculum
- Create Student Achievement Plans
- Support the administration of baseline assessments to identify students needing support
- Implement the use of formative interim assessments, as well as review and report data on participation and achievement, and recommend adjustments to these assessments
- Create and Lead Professional Development for teachers in the areas of Common Core standards and implementation, use of rubrics across the curriculum, and effective academic feedback.

For 19/20 the school calculates the minimum proportionality percentage to be 20.96%. This percentage is the benchmark with which we will measure our plan to increase or improve services to unduplicated pupils as compared to services provided to all pupils. Through the goals set forth in Section 3, A we believe sufficient services will be provided to meet or exceed the mandated minimum percentage.

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$2,221,724	19.76%

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 Supplemental funds are being expended on actions and service that are directed toward unduplicated student groups.

Low-Income:
- Increased targeted interventions provided by teachers
- Mark 12 reading remediation programs for grades 3-6
- Provide reimbursement for internet for families
- Create a Family Academic Support Team (FAST)

English Language Learners:
- Designated ELD instruction through an online program
- ELD instruction by ELD teachers and SDAIE strategies by all teachers

- Additional professional development on best strategies for working with EL

Redesignated Fluent English Proficient:
- Track the progress of each RFEP student
- Clerical staff for tracking progress
- Provide targeted interventions when students are not meeting standards

Unduplicated Student Count – 68.45%

All NSLP Eligible – 65.91%

EL Funding Eligible – 3.09%

RFEP – 5.21%

Foster Youth – 0%

The Family Academic Support Team is dedicated to supporting all students demonstrating a need for support in the areas of engagement and achievement. By focusing on providing proactive, positive support, these individuals work with students and learning coaches on developing strategies and skills needed for success in the virtual school environment. This support is offered via phone, synchronous web-based sessions, and involves all team members in developing a plan for success. Students will be identified through a referral process indicating an area of need in one of the specific areas to be addressed below.

1) Attendance/Chronic Absenteeism

2) Retention

3) Graduation Rate

4) Academic Achievement

5) Sense of School Connectedness

6) Student sense of self-efficacy

7) Social-Emotional Learning

Curriculum Specialists provide the following support for teachers working with all students in an effort to increase teacher effectiveness and to ensure the lessons provided are aligned to standards:
- Support teachers in targeting at risk populations and identified duplicated students struggling in their courses through data conferencing and data analysis.
- Standards-alignment of Curriculum
- Create Student Achievement Plans
- Support the administration of baseline assessments to identify students needing support
- Implement the use of formative interim assessments, as well as review and report data on participation and achievement, and recommend adjustments to these assessments
- Create and Lead Professional Development for teachers in the areas of Common Core standards and implementation, use of rubrics across the curriculum, and effective academic feedback

In 2017/18 the school calculates its minimum proportionality percentage will be 19%. This percentage is the benchmark with which we will measure our plan to increase or improve services to unduplicated pupils as compared to services provided to all pupils. Through the goals set forth in Section 3, A we believe sufficient services will be provided to meet or exceed the mandated minimum percentage.

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds

$1,203,965

Percentage to Increase or Improve Services

9.98%

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 Supplemental funds are being expended on actions and service that are directed toward unduplicated student groups.

Low-Income:
- Increased targeted interventions provided by teachers
- Mark 12 reading remediation programs for grades 3-6
- Provide reimbursement for internet for families
- Create a Family Academic Support Team (FAST)

English Language Learners:
- Designated ELD instruction through an online program
- ELD instruction by ELD teachers and SDAIE strategies by all teachers
- Additional professional development on best strategies for working with EL

Redesignated Fluent English Proficient:
- Track the progress of each RFEP student
- Clerical staff for tracking progress
- Provide targeted interventions when students are not meeting standards

Unduplicated Student Count – 64.15%

All NSLP Eligible – 63.93%

EL Funding Eligible – 1.89%

RFEP – 2.69%

Foster Youth – 0%

The Family Academic Support Team is dedicated to supporting all students demonstrating a need for support in the areas of engagement and achievement. By focusing on providing proactive, positive support, these individuals work with students and learning coaches on developing strategies and skills needed for success in the virtual school environment. This support is offered via phone, synchronous web-based sessions, and involves all team members in developing a plan for success. Students will be identified through a referral process indicating an area of need in one of the specific areas to be addressed below.

1) Attendance/Chronic Absenteeism

2) Retention

3) Graduation Rate

4) Academic Achievement

5) Sense of School Connectedness

6) Student sense of self-efficacy

7) Social-Emotional Learning

Curriculum Specialists provide the following support for teachers working with all students in an effort to increase teacher effectiveness and to ensure the lessons provided are aligned to standards:
- Support teachers in targeting at risk populations and identified duplicated students struggling in their courses through data conferencing and data analysis.
- Standards-alignment of Curriculum
- Create Student Achievement Plans
- Support the administration of baseline assessments to identify students needing support
- Implement the use of formative interim assessments, as well as review and report data on participation and achievement, and recommend adjustments to these assessments
- Create and Lead Professional Development for teachers in the areas of Common Core standards and implementation, use of rubrics across the curriculum, and effective academic feedback

In 2016/17 the school calculates its minimum proportionality percentage will be 10%. This percentage is the benchmark with which we will measure our plan to increase or improve services to unduplicated pupils as compared to services provided to all pupils. Through the goals set forth in Section 3, A we believe sufficient services will be provided to meet or exceed the mandated minimum percentage.

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

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

Plan Summary

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

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

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

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

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

Comprehensive Support and Improvement

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

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

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

- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

Stakeholder Engagement

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

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

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

> **Instructions:** The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.
>
> > **School districts and county offices of education:** Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.
> >
> > **Charter schools:** Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.
>
> Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

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

> **School districts and county offices of education:** The LCAP is a three-year plan, which is reviewed and updated annually, as required.
>
> **Charter schools:** The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."

- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".

- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

- Enter "New Action" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.

- Enter "Modified Action" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.

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

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.

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

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

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;

B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and

C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

A. The implementation of state board adopted academic content and performance standards for all students, which are:

    a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts

    b. Mathematics – CCSS for Mathematics

    c. English Language Development (ELD)

    d. Career Technical Education

    e. Health Education Content Standards

    f. History-Social Science

    g. Model School Library Standards

    h. Physical Education Model Content Standards

    i. Next Generation Science Standards

    j. Visual and Performing Arts

    k. World Language; and

B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;

B. How the school district will promote parental participation in programs for unduplicated pupils; and

C. How the school district will promote parental participation in programs for individuals with exceptional needs.

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

A. Statewide assessments;

B. The Academic Performance Index;

C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;

D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);

E. The English learner reclassification rate;

F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and

G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

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

A. School attendance rates;

B. Chronic absenteeism rates;

C. Middle school dropout rates;

D. High school dropout rates; and

E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:
  A. Pupil suspension rates;
  B. Pupil expulsion rates; and
  C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.
Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:
  A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
  B. Programs and services developed and provided to unduplicated pupils; and
  C. Programs and services developed and provided to individuals with exceptional needs.
Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.
Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.
Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:
  A. Working with the county child welfare agency to minimize changes in school placement
  B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
  C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
  D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.
Local Priorities address:
  A. Local priority goals; and
  B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

(a) "Chronic absenteeism rate" shall be calculated as follows:
  (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:
  (A) enrolled less than 31 days
  (B) enrolled at least 31 days but did not attend at least one day
  (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
    (i) are enrolled in a Non-Public School
    (ii) receive instruction through a home or hospital instructional setting
    (iii) are attending a community college full-time.
  (2) The number of students who meet the enrollment requirements.
  (3) Divide (1) by (2).

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

(c) "High school graduation rate" shall be calculated as follows:
  (1) For a 4-Year Cohort Graduation Rate:
  (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
  (B) The total number of students in the cohort.
  (C) Divide (1) by (2).
  (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:
  (A) The number of students who either graduated as grade 11 students or who earned any of the following:
    (i) a regular high school diploma
    (ii) a High School Equivalency Certificate
    (iii) an adult education diploma
    (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
  (B) The number of students in the DASS graduation cohort.
  (C) Divide (1) by (2).

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

(e) "Expulsion rate" shall be calculated as follows:
  (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
  (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

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

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?

2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to EC Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?

3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?

4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?

5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?

6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?

2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?

3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?

4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?

5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?

6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

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

Guiding Questions: Goals, Actions, and Services

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

Prepared by the California Department of Education, January 2019

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	2,221,723.00	886,270.72	1,203,966.00	2,221,723.00	1,439,589.67	4,865,278.67
LCFF Supplemental and Concentration	0.00	886,270.72	0.00	0.00	932,033.99	932,033.99
Low-Performing Students Block Grant (LPSBG)	0.00	0.00	0.00	0.00	27,750.00	27,750.00
Supplemental and Concentration	2,221,723.00	0.00	1,203,966.00	2,221,723.00	0.00	3,425,689.00
Title I	0.00	0.00	0.00	0.00	427,919.68	427,919.68
Title II	0.00	0.00	0.00	0.00	51,886.00	51,886.00

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

Total Expenditures by Object Type						
Object Type	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	2,221,723.00	886,270.72	1,203,966.00	2,221,723.00	1,439,589.67	4,865,278.67
	2,221,723.00	886,270.72	1,203,966.00	2,221,723.00	1,439,589.67	4,865,278.67

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

	Total Expenditures by Object Type and Funding Source						
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	2,221,723.00	886,270.72	1,203,966.00	2,221,723.00	1,439,589.67	4,865,278.67
	LCFF Supplemental and Concentration	0.00	886,270.72	0.00	0.00	932,033.99	932,033.99
	Low-Performing Students Block Grant (LPSBG)	0.00	0.00	0.00	0.00	27,750.00	27,750.00
	Supplemental and Concentration	2,221,723.00	0.00	1,203,966.00	2,221,723.00	0.00	3,425,689.00
	Title I	0.00	0.00	0.00	0.00	427,919.68	427,919.68
	Title II	0.00	0.00	0.00	0.00	51,886.00	51,886.00

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

Total Expenditures by Goal						
Goal	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	1,629,021.00	248,858.19	1,130,915.00	1,629,021.00	1,051,405.61	3,811,341.61
Goal 2	71,818.00	21,219.54	22,939.00	71,818.00	94,562.64	189,319.64
Goal 3	520,884.00	616,192.99	50,112.00	520,884.00	293,621.42	864,617.42
Goal 4			0.00	0.00	0.00	0.00
Goal 5			0.00	0.00	0.00	0.00
Goal 6			0.00	0.00	0.00	0.00
Goal 7			0.00	0.00	0.00	0.00
Goal 8			0.00	0.00	0.00	0.00

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

Expenditures Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	**2018-19 Annual Update Budgeted**	**2018-19 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**
All Funding Sources					

	Expenditures NOT Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	**2018-19 Annual Update Budgeted**	**2018-19 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	
All Funding Sources						