

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Insight School of California

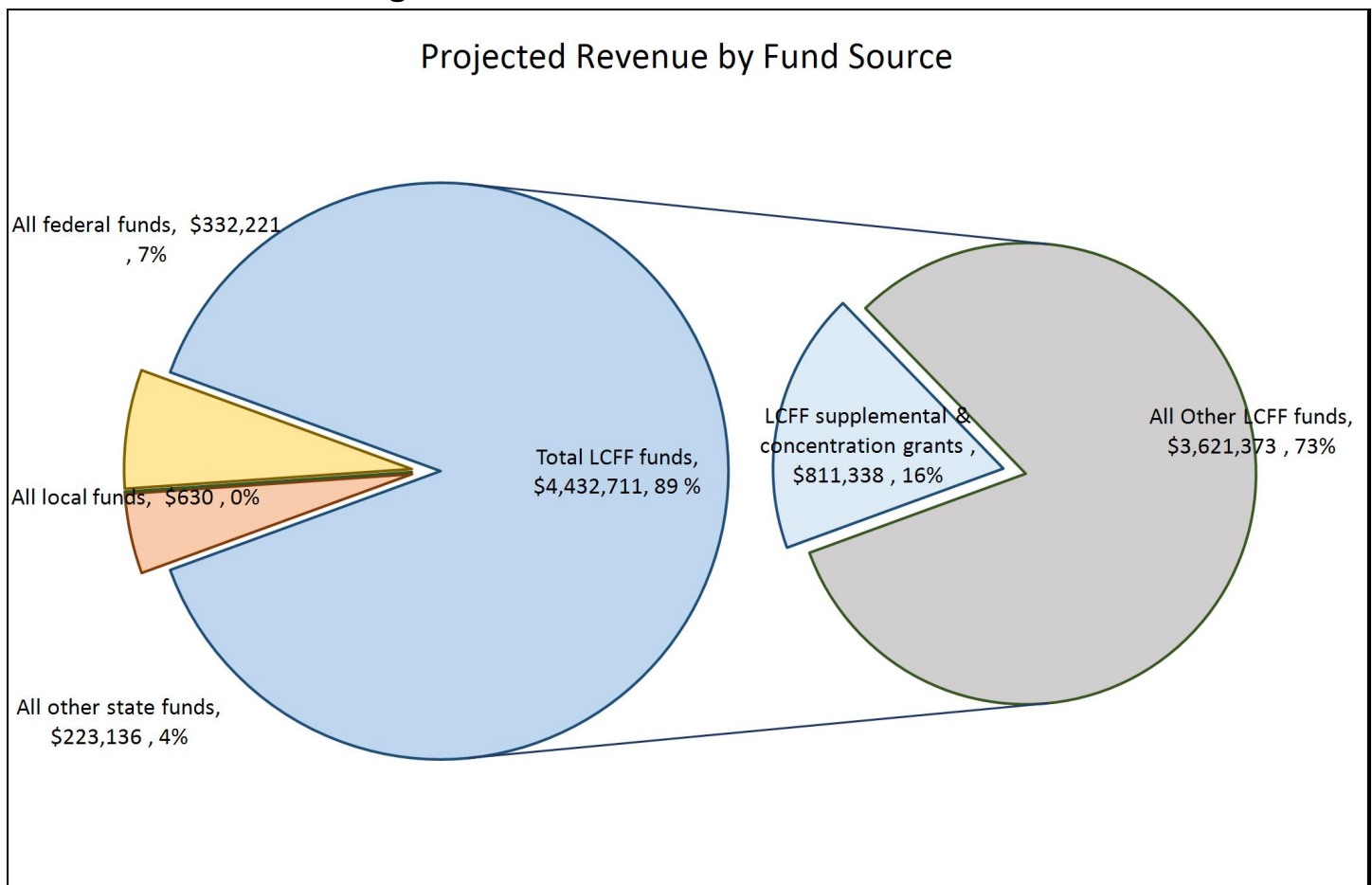
CDS Code: 19650940125393

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

LEA contact information: Morgan Vincent, Academic Administrator

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

Budget Overview for the 2019-20 LCAP Year

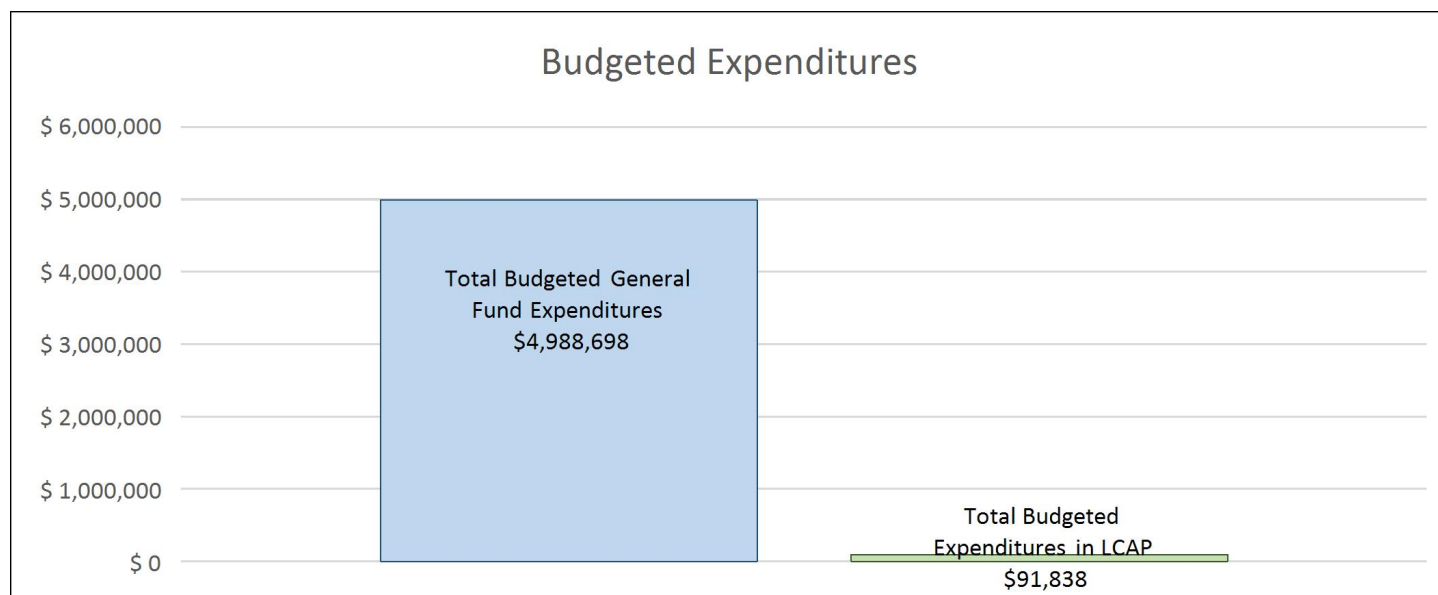


This chart shows the total general purpose revenue Insight School of California expects to receive in the coming year from all sources.

The total revenue projected for Insight School of California is \$4,988,698, of which \$4,432,711 is Local Control Funding Formula (LCFF), \$223,136 is other state funds, \$630 is local funds, and \$332,221 is federal funds. Of the \$4,432,711 in LCFF Funds, \$811,338 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



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

Insight School of California plans to spend \$4,988,698 for the 2019-20 school year. Of that amount, \$91,838 is tied to actions/services in the LCAP and \$4,896,860 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

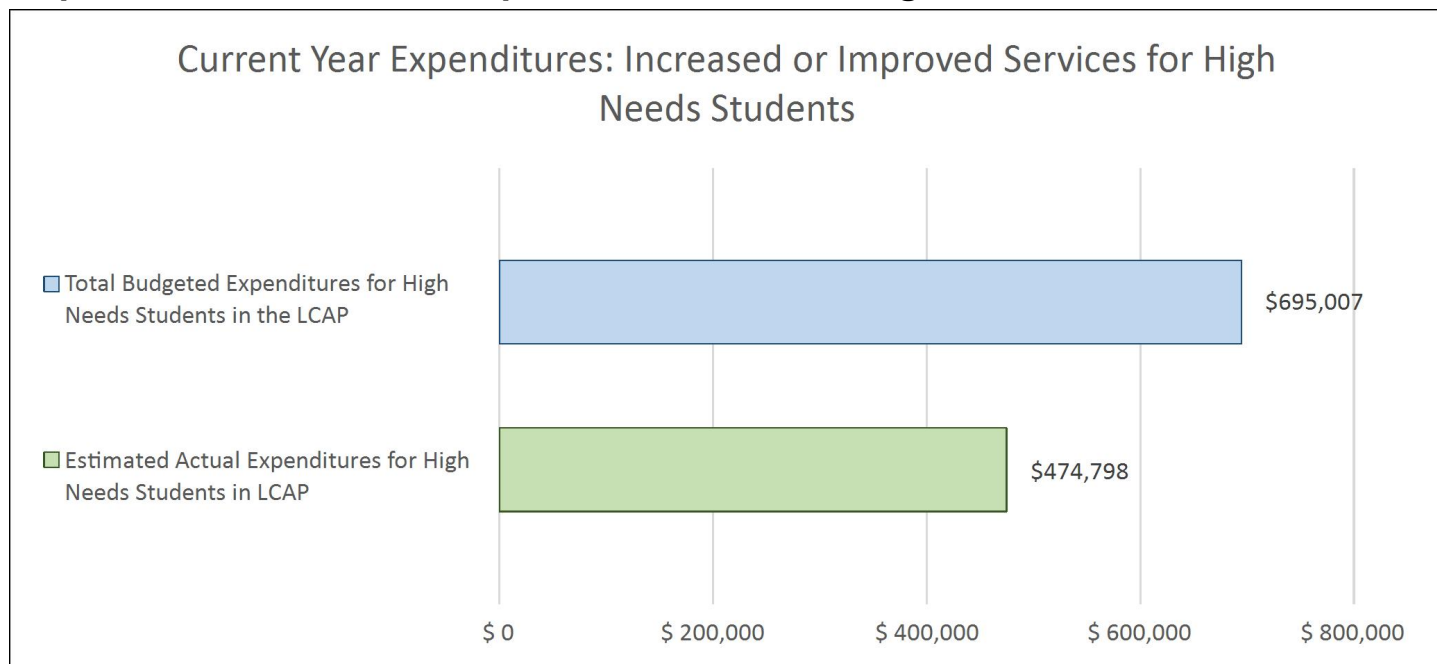
General funded instruction and instruction-related materials and services, certificated staff salaries and benefits, classified staff salaries and benefits, teaching supplies and materials, and general administrative support and facilities.

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

In 2019-20, Insight School of California is projecting it will receive \$811,338 based on the enrollment of foster youth, English learner, and low-income students. Insight School of California 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, Insight School of California plans to spend \$811,338 on actions to meet this requirement.

LCFF Budget Overview for Parents

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



This chart compares what Insight School of California budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Insight School of California 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, Insight School of California's LCAP budgeted \$695,007 for planned actions to increase or improve services for high needs students. Insight School of California estimates that it will actually spend \$474,798 for actions to increase or improve services for high needs students in 2018-19.

The difference between the budgeted and actual expenditures of \$-220,209 had the following impact on Insight School of California's ability to increase or improve services for high needs students: Insight School of California experienced an increase in actual enrollments in the 18-19 school year and plans to utilize funds to provide a summer program focusing on core course completion for high school and math and ELA skill-building in the HS program.

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

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

LEA Name

Insight School of California

Contact Name and Title

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Email and Phone

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2017-20 Plan Summary

The Story

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

The Insight School of California serves 9 counties in the state of California: Inyo, Kern, Kings, Los Angeles, San Bernardino, San Luis Obispo, Santa Barbara, Tulare, and Ventura. ISCA operates as an DASS (Dashboard Alternative School Status) school. As a DASS school, students are not eligible to enter UC/CSU upon graduation. They must first attend a community college and then transfer into these institutions. ISCA specializes in serving at-risk high school students. Each of our schools serves students in the county where the charter was authorized, as well as any county that is adjacent to it. We hope to one day serve every at risk student in the state of California.

For the 2018-2019 school year (as of October 2018), Insight School of California had 384 students enrolled. Grade level breakdown is 22 - 9th graders, 59 - 10th graders, 124 - 11th graders, 179 - 12th graders. Ethnicity make-up of the school is 42% Caucasian, 21% Hispanic, 14% African American, and 7% other ethnicities, with 16% declining to state. 20.8% of the population is identified as special services. 69% of students qualify for free and reduced lunch program.

Insight School of California works on the quarter system. Students take a minimum of 3 courses each quarter as they work towards graduation. Students are supported by an Academic Advisor, who supports the whole student, their Content Teachers, a Family Academic Support Team, Counseling Department, Special Services, and Administration. Each member of Team Insight is dedicated to ensuring the academic success for each student.

LCAP Highlights

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

Insight School of California focused on increasing academic integrity and rigor while actively supporting students. The 2018-2019 school year marked the second year of implementing an academic advising instructional model, in which Academic Advisors focus on supporting the whole student, while content teachers focus solely on academic performance in courses. Instructional hours continued to be divided into whole group sessions and targeted instruction sessions, to provide struggling learners ample opportunities to work with their teachers. Content teachers spent considerable time on course standards alignment and revising pacing guides to ensure full breadth and depth on priority standards. Star 360 was used as a diagnostic and interim assessment piece, and heavy emphasis was placed on completion of testing, to not only secure consistent data, but also in preparation for state testing in the spring.

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

Insight School of California is most proud of the following:

Significant increase in overall pass rate and graduation rate

Increase in overall attendance

Specified small group instructional hours to provide additional support for students.

Insight continues to build on the progress we have made. The school staff continues to work as a team to ensure students receive the support and assistance they need to be academically successful. Through onboarding and the Strong Start program, students have differentiated support from the time of their enrollment.

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

Insight School of California's greatest needs are:

Decreasing the number of points below standard in ELA.

Decreasing the number of points below standard in math.

Increasing the amount of students on or above grade level on Star 360 assessments in both ELA and math.

Implementing college and career readiness.

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

As a whole student group in ELA, students performed at 65.7 points below standard. Although most subgroups were too small to have data displayed on the state dashboard, Hispanic students performed at 78.7 points below standard while White students performed at 53.1 points below standard. The White subgroup declined 23.2 points compared to last year, while the Hispanic subgroup declined only 10.7 points compared to last year. Most notably, students with disabilities performed at 116.3 points below standard, although that subgroup declined least compared to last year, at only 3.6 points.

In Math, students performed at 185.3 points below standard as a whole group. Hispanic students performed at 213.3 points below standard, with a decline of 42.5 points compared to the previous year. White students performed at 166.3 points below standard, an increase of 2 points. Most notably, students with disabilities increased 23.1 points over the previous year to 216.3 points below standard.

For students with disabilities, Insight is increasing the amount and quality of instructional hours and support by ensuring that Specialized Academic Instruction time is built into the instructional calendar. Special Education teachers are using Star 360 diagnostic and interim data to drive IEP goals and instructional time. Teachers are diving into their data to identify students who need additional support on a state standards and pulling them into targeted instruction.

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.

Insight School of California

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.

ISCA Staff conducted a needs assessment utilizing a DASS indicators review as well as reviewed state testing data/standards that were not mastered. The team used the results from the needs assessment to review evidence-based resources to summarize the supports that would benefit our students. The needs assessment conducted also allowed the team to identify resource inequities in the area of Professional Development, Data Analysis and College/Career Awareness.

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.

ISCA will use the following to measure the plan effectiveness: Increase in proficiency levels in ELA and Math, Growth in interim assessments for individual students, Increased pass rates (ELA/Math), College/Career Awareness Dashboard

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 student achievement for all students with academic interventions in place to eliminate barriers to student success

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 Math grades 11 (Standards Exceeded or Met) 18-19 2% increase in the number of 11th grade students meeting or exceeding math standards Baseline 1% of 11th grade students met or exceed Math Standards	185.3 points below standard
Metric/Indicator SBAC ELA grades 11 (Standards Exceeded or Met) 18-19 5% increase in the number of 11th grade students meeting or exceeding ELA standards Baseline 21% of 11th grade students met or exceeded ELA Standards	65.7 points below standard

Expected

Actual

Metric/Indicator

% of pupils at/above grade level (HS level course) on Math Assessment (or other local measure)

18-19

35% of students will be on or above grade level in math by the end of the school year based on Math Assessment

Baseline

17.2% of students on or above grade level on Math Assessment

25.49% at or above grade level

Metric/Indicator

% of pupils at/above grade level on Reading Assessment (or other local measure)

18-19

35% of students will be on or above grade level in reading by the end of the school year based on Reading Assessment

Baseline

2.8% of students were on or above grade level in reading on Reading Assessment

19.08% at or above grade level

Metric/Indicator

Course Pass Rate

18-19

78.5% overall passrate

Baseline

77.6% Overall Student Passrate

84.85% overall passrate

Metric/Indicator

EL reclassification rate

18-19

7% of EL students will be reclassified

Baseline

30.40% EL students reclassified

Expected

5.6% EL student reclassified

Metric/Indicator

Percentage of English learner pupils who make progress toward English proficiency

18-19

Percent of ELL who make progress towards English proficiency will increase by 2%.

Baseline

Fewer than 30 ELL students test for ELL progress and proficiency

Metric/Indicator

% of 4-year Cohort that Completed a-g requirements

18-19

Due to nature of our program students are not eligible to attend a UC or CSU system after graduation, they must first attend a community college and transfer in.

Baseline

N/A

Metric/Indicator

% of pupil who scored Ready on the Early Assessment Program (EAP) ELA Test

18-19

Due to nature of our program students are not eligible to attend a UC or CSU system after graduation, they must first attend a community college and transfer in. Therefore, the students would not satisfy entrance requirements or participate in the Early Assessment Program

Actual

9.1% Level 4; 36.4% Level 3; 27.3% Level 2; 27.3% Level 1

Due to nature of our program students are not eligible to attend a UC or CSU system after graduation, they must first attend a community college and transfer in.

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Expected

Baseline
N/A

Metric/Indicator

% of pupil who scored Ready on the Early Assessment Program (EAP) Math Test

18-19

Due to nature of our program students are not eligible to attend a UC or CSU system after graduation, they must first attend a community college and transfer in. Therefore, the students would not satisfy entrance requirements or participate in the Early Assessment Program

Baseline
N/A

Metric/Indicator

% of pupils who completed an AP exams

18-19

Due the nature of the school AP courses are not available to students however, students are given opportunities to learn about colleges and universities, those in good academic standing are encourage to take community college course, and students are also offered workshops on financial aid. Students can attend virtual and in person outings that are focus on post-secondary education opportunities.

Baseline
N/A

Metric/Indicator

% of pupils who have passed AP exams with 3 or higher

18-19

Due the nature of the school AP courses are not available to students however, students are given opportunities to learn about colleges and universities, those in good academic standing are encourage to take community college course, and students are also offered workshops on financial aid. Students can attend virtual and in person outings that are focus on post-secondary education opportunities.

Baseline

Actual

Due to nature of our program students are not eligible to attend a UC or CSU system after graduation, they must first attend a community college and transfer in. Therefore, the students would not satisfy entrance requirements or participate in the Early Assessment Program

Due the nature of the school AP courses are not available to students however, students are given opportunities to learn about colleges and universities, those in good academic standing are encourage to take community college course, and students are also offered workshops on financial aid. Students can attend virtual and in person outings that are focus on post-secondary education opportunities.

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Expected

Actual

N/A

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
See description for 2017–18	Professional Development: August and March in-person professional development days that included trainings on academic interventions, student support and engagement, trauma interventions, and assessment of state test scores to eliminate barriers. Monthly department professional development focused on teaching strategies, analyzing Star360 data, increasing communication/engagement, strategies for targeted live sessions, blackboard collaborate tips to engage students, and using data to drive instruction and eliminate barriers.	Training, materials, teachers Supplemental 267,992	Training, materials, teachers LCFF Supplemental and Concentration 176,615.33

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
See description for 2017–18	Grad Plans/RTI: Each student was provided with an individualized graduation plan within 6 weeks of enrollment start date. Once the graduation plan was complete, students and LCs	Student Information System (SIS) Supplemental 23,702	Student Information System (SIS) LCFF Supplemental and Concentration 10,129.85

were notified that their graduation plan was available to be viewed on the parent portal. All students were invited and encouraged to contact their guidance counselor for a one on one review of the graduation plan. The RTI model currently used is the FAST model. If students are identified as being in need of intervention, the Academic Advisor creates a FAST referral for the student to be supported by a Family Academic Support Liaison. Curriculum is chosen at the beginning of the year from a variety of standards-aligned options which will meet the needs of our students.

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
See description for 2017–18	Pacing Guides: Thorough review of pacing guides by content teams prior to start of the school year. CCSS standards alignment completed for core content curriculum. Pacing guides are built to ensure each of the following is met: adherence to state standards, appropriate pacing to the quarter system, and inclusion of assessment cycles.		

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
See description for 2017–18	Testing Communication: Email communication to families regarding testing dates several		

times during the school year. A new platform was used this year for assigning test sites, allowing communication of assigned sites a month prior to the testing window. Additionally, each monthly newsletter discussed state testing and testing window. Families also received a reminder one week prior, and again 24 hours before testing.

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain 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.	Live session calendar was established to ensure appropriate instructional time for both whole group and targeted small group instruction (dependent on students' instructional levels). Teachers utilized data-driven instruction meetings to identify gaps in skills and concept mastery and identify appropriate supports for students. Work samples collected and evaluated during each quarter, and feedback provided to students on an ongoing basis.		

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
See description for 2017–18	Targeted instruction: Instructional calendar created to allot time for targeted sessions in math and ELA. Teachers engage in group and individual data conferencing to examine areas of deficiency both in courses and in		

diagnostic/interim assessments to determine needed supports during targeted sessions.

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
See description for 2017–18	The ELD department has successfully implemented small group instruction for all EL students. Groups are kept at an average of 6 students to meet individual needs. When needed, 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 RFEP are monitored through state testing scores, progress and grades in the ELA course, 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.	ELD Support: Teachers (Lead), Clerk, Curriculum Supplemental 24,928	ELD Support: Teachers (Lead), Clerk, Curriculum LCFF Supplemental and Concentration 10,799.05

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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See description for 2017–18

Students are referred to the FAST team when they are struggling in two or more classes and a FSL works closely with the student to provide support. Each week the FSL examines the assignments due in each of the student's classes, prioritizes those assignments, and compiles that information into a Back on Track Plan that gives the student an obtainable goal. This plan is sent to the student, LC, and Academic Advisor, as well as all of the student's content teachers. The FSL also sets up time to meet with that student in a class connect session to further support the student as they work towards meeting that goal. The FSL continues to work with and support the student until they are passing one or more of their classes and they are confident the student can be successful on their own.

Family Support Liaisons
Supplemental 89,141

Family Support Liaisons LCFF
Supplemental and Concentration
50,487.06

Action 9

Planned
Actions/Services

See description for 2017–18

Actual
Actions/Services

Educational Resources: Teachers provide access to resources both in live sessions and in online courses, including academic websites, videos, session recordings, audio clips and books, etc., to enhance student learning. Special education teachers also use Specialized Academic Instruction live sessions to provide individualized support to students with IEPs.

Budgeted
Expenditures

Estimated Actual
Expenditures

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
See description for 2017–18	College Readiness Support: Counselors hold Individual Grad Plan sessions with students to cover planned courses, future plans, and college readiness. Counselors and engagement coordinators hold Potential Graduates workshops to prepare students for graduation and further educational opportunities. In addition, the counseling team has updated the counseling site with information on college readiness and career opportunities.		

Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Use Star 360 to administer diagnostic and interim assessments to measure student growth in ELA and math	Star360 administered at the start of each quarter and students' scores are used to determine an appropriate amount of live sessions for instructional support. Assessment assemblies held at the start of each of the assessment windows to encourage and increase participation.	Star 360 Supplemental 2,573	

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.

Insight School of California implemented these actions and services in a variety of ways. Under the direction of administration, content teachers completed thorough standards alignment in their courses to ensure full coverage of priority standards. Teachers analyzed student data from course performance and Star 360 results to determine appropriate interventions and supports for struggling students in targeted sessions. Academic Advisors continued to support students holistically, holding weekly homeroom live sessions based in the social-emotional learning curriculum 7 Mindsets. FAST members continued supporting students on their caseloads, but also running onboarding sessions to ensure that students start strong upon enrollment.

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

Insight School of California saw an excellent increase in the amount of student participation in each administration of the Star 360, as well as a tremendous increase in pass rates across all courses. The instructional calendar allowed for much greater collaboration and team data analysis for the content teachers, which led to greater focus on standards mastery and instructional planning.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The school experienced an increase in actual enrollments in the 18-19 school year and plans to utilize funds to provide a summer program focusing on core course completion for high school and math and ELA skill-building in the HS program.

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

There has been a change to the indicators for SBAC performance for Insight School of California. With the implementation of California's new Alternative Dashboard, the metric is now measured differently. The goal will now be to reduce the number of points below standard students achieve in both English and math. This will be accomplished by continuing to engage in thorough data analysis with content teachers, including Star 360 data, and implementing targeted instruction by instructional level.

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

Cultivate a positive school culture and system of supports for student personal and academic growth.

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 School Attendance Rates 18-19 89% overall attendance rate Baseline 79.6% attendance rate	86.82% overall attendance rate
Metric/Indicator Chronic Absenteeism 18-19 Decrease chronic absenteeism by 5% Baseline Chronic Absenteeism not measured	44.5%

Expected

Actual

Metric/Indicator

High School Dropout Rates

18-19

Decrease dropout rate by 2.5%

Baseline

25.6% dropout rate

Data not yet available

Metric/Indicator

High School Graduation Rates

18-19

78% graduation rate

Baseline

45.1% graduation rate

77.6% graduation rate

Metric/Indicator

Pupil suspension rates

18-19

Maintain a 0% for both expulsion and suspension rates

Baseline

0

0%

Metric/Indicator

Pupil expulsion rates

18-19

Maintain a 0% for both expulsion and suspension rates

Baseline

0

0%

Metric/Indicator

Parents will utilize online access to student assignments and grades

18-19

Metric will no longer be measured in SY18-19.

82.6%

Expected

Baseline

% of parents accessing online system not measured in 2015-2016 school year.

Metric/Indicator

Number of withdrawals

18-19

Decrease withdrawals by 2%

Baseline

79 withdrawals

Metric/Indicator

Student participation in live sessions

18-19

70% of students will attend whole group sessions in core content courses each week

Baseline

Participation in live sessions not tracked for the 2015-2016 school year.

Metric/Indicator

Incorporate Parent Feedback in School Decisions

18-19

75% of parents will respond to quarterly surveys and pulse checks

Baseline

84% of students, parents, community, and staff felt safe and connected to the school.

Metric/Indicator

Due to the nature of the program, the school does not have a program for students with exceptional needs.

18-19

Due to the nature of the program, the school does not have a program for students with exceptional needs.

Actual

22.7%

53.43% attendance at live sessions

This metric will be measured differently in the future based on availability of data. Family satisfaction rates will be the measurable outcome.

Due to the nature of the program, the school does not have a program for students with exceptional needs.

Expected

Actual

Baseline

Due to the nature of the program, the school does not have a program for students with exceptional needs.

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
See description for 2017–18	Professional Development: Both in-person professional development meetings this year included sessions on trauma-informed education to meet the needs of the at-risk population, including training on the school's new social-emotional learning program, 7 Mindsets. Teachers also engaged in diversity awareness exercises/discussion to be culturally mindful. Teachers were given the book "A New Day One: Trauma, Grace, and a Young Man's Journey from Foster Care to Yale" at the spring in-person professional development meeting, following the author's training on trauma and education.		

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
See description for 2017–18	Attendance Monitoring: Academic Advisors, Compliance Liaisons, and leadership use day-of and day-after attendance reports on a		

daily basis to track student attendance. Advisors and Compliance Liaisons use day-of report to send daily attendance alerts through communication platform Parent Square. Staff members also use weekly and ongoing attendance reports to identify students with attendance concerns and put supports into place.

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
See description for 2017–18	FAST Support: Academic Advisors monitor student academic progress throughout the school year. Once a student is identified as needing extra support or struggling with specific content, the AA works with the Family Support Liaisons to provide necessary interventions, including Back on Track Plans and FAST check-ins. The FSLs continue to monitor and work with students until progress is made or until they move through the tiers and become non-compliant. The Compliance Liaisons use attendance reports to sweep or pull students for FAST Attendance Referrals and to send out Compliance emails and letters. The CL is responsible for sending Compliance Emails and Letters for all Tier Levels. The CL is more heavily responsible for contacting via phone those students that are in Tier IV, and works together with the Academic Advisor to contact,	FAST - Compliance Liaison Supplemental 89,141	FAST - Compliance Liaison LCFF Supplemental and Concentration 50,487.06

via phone, those students that are in Tier II and Tier III. Advisors and FAST members meet regularly to discuss student progress and compliance, and FAST members collaborate with leadership on support plans for severely non-compliant students.

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
See description for 2017–18	Withdrawal Prevention: Academic Advisors work with families contemplating withdrawal by attempting to troubleshoot issues and determine further supports that could be used for the student's success. When the counseling team talks with families contemplating withdrawal, they discuss concerns and options for graduation. Advisors, as the primary point of contact with families, have also monitored families' reasons for withdrawal throughout the school year, working on action plans for handling the most common responses.		

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
See description for 2017–18	Potential Graduates: Lead Guidance Counselor produces list of potential graduates at the start of each quarter, which is distributed to all staff. Teachers and Advisors use this list to work		

with and provide resources to potential graduates struggling in their courses. The counseling team also provides a weekly list of potential graduates who are failing any courses to the leadership team, which is then communicated to all staff members for support.

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
See description for 2017–18	ISP Reimbursement: For families to obtain a subsidy to pay for Internet services, they complete the Back to School Packet. Once this is completed, families who qualify for the subsidy are contacted by the Student Demographic Specialist and complete a survey.	ISP Reimbursement Supplemental 30,528	ISP Reimbursement LCFF Supplemental and Concentration 16,230.00

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
See description for 2017–18	Grad Plans: Each student was provided with an individualized graduation plan within 6 weeks of enrollment start date. Once the graduation plan was complete, students and LCs were notified that their graduation plan was available to be viewed on the parent portal. All students were invited and encouraged to contact their guidance counselor for a one on one review of the graduation plan		

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
See description for 2017–18	Building Culture: Engagement coordinators produced monthly newsletters for students and families. Additionally, students were invited to quarterly assemblies, several club and support group live sessions, and weekly kickoff sessions with their Academic Advisors. The counseling team joined these kickoff sessions multiple times during the year to cover topics like college and career readiness, grad plans, and resources available on the counseling website.		

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
See description for 2017–18	Building Community: In addition to sharing the monthly school newsletters with families each month, engagement coordinators provide parents and Learning Coaches monthly Learning Coach University newsletters and invite them to Learning Coach University support sessions. In-person outings, including college and workplace tours, recreational activities, and meet-and-greets, were offered to families throughout the year.		

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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See description for 2017–18

Pulse Surveys: Surveys were sent out at the end of each quarter for families and staff and appropriate action was taken on any feedback that required follow-up.

Action 11

Planned Actions/Services

Academic Advisors will old family progress check-ins each month and content teachers will hold parent teacher conferences each quarter as necessary.

Actual Actions/Services

Advisors conducted monthly Enduring Connection Calls, during which they connected with families regarding students' well-being, progress, interests, etc. Advisors provided families with informal weekly progress reports and both advisors and teachers reached out on a regular basis to provide updates. Content teachers generated weekly contact lists for progress conferencing with families and offered supports and interventions for struggling students.

Budgeted Expenditures

Estimated Actual Expenditures

Action 12

Planned Actions/Services

See description for 2017–18

Actual Actions/Services

Translation Services: The school contracts with an over the phone interpreting service, Certified Languages International (CLI). The service provides on-demand interpreters in over 200 languages. This service allows teachers and other staff to communicate with LEP parents in their native language. The school uses DocumentTracking Services to translate documents.

Budgeted Expenditures

ELD: Interpreter & Translation Services (CLI/DocTrack) Supplemental 412

Estimated Actual Expenditures

ELD: Interpreter & Translation Services (CLI/DocTrack) LCFF Supplemental and Concentration 751.25

Action 13

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
See description for 2017–18	Parent Square: Compliance Liaisons used Parent Square daily to send attendance reminders to those students who had yet to log in to the Online High School by midday. Additionally, content teachers and advisors utilized Parent Square to send messaging to students and families in their classes regarding upcoming assignments and live sessions.	Materials Supplemental 2,755	Materials LCFF Supplemental and Concentration 66.67

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.

Insight School of California provided staff with PD throughout the year focused on working with students with trauma, making connections, and student support. Teachers shared best practices at department meetings and team collaborations throughout the school year. A 7 Mindsets committee provided the advisors with content to cover with students on a weekly basis, and FAST members continued to support students with back on track plans and frequent check-ins. The counseling team continued to provide quarterly lists of potential graduates, as well as lists of those who were failing a needed course throughout the quarter, so that all staff could provide support.

In addition to various online clubs, meetings, and assemblies, Insight School of California offered various in-person opportunities for students to be engaged with the school community. Staff members in different capacities facilitated many of these events, including career and college field trips, tours, meet-and-greets, and recreational activities. Insight also provided families with school newsletters and Learning Coach information and live sessions.

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

Insight School of California saw a tremendous improvement in student attendance, both in general and in live sessions. Use of the daily attendance reports and the communication platform, Parent Square, enabled advisors and Compliance Liaisons to be much more proactive in monitoring attendance and following up with families. Additionally, results from pulse check surveys indicated that

families felt a higher level of support with the continued implementation of the advisor model, in which they have one primary point of contact for all questions and issues. Advisors also focused heavily on making connections with students via Engaging Connection Calls each month, to bolster a sense of school community.

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.

For the 2019-2020 school year, Insight School of California will continue utilizing daily and weekly attendance reporting to actively monitor student attendance. Insight School of California has made live session attendance a mandatory component of each course and will continue searching for ways to incentivize students to attend daily.

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 students are provided appropriately assigned and credentialed teachers, access to standards aligned courses, and 21st century technology.

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) Baseline N/A	Met
Metric/Indicator % of students will have access and enrolled in required course of study Baseline 100%	Not Met (access to a broad course of study)
Metric/Indicator Implementation of State Academic Standards Baseline N/A	Met
Metric/Indicator % of students have access to targeted support programs. Baseline	100%

Expected	Actual
100%	
Metric/Indicator % of programs and services will enable English Learners to access Common Core Standards and ELD standards to gain academic content knowledge and ELA proficiency.	100%
Baseline 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
See description for 2017–18	Professional Development: Professional development calendar this year included collaboration time per department, during which teachers developed and reviewed pacing guides for priority standards and alignment to courses. During data reviews, teachers collaborated on student success on common assignments/standards and created plans for students to access and master standards. Teachers were provided training through Star360 on standards-based assessment and resources as well as SOLO (structure of the observed learning outcomes) training to differentiate for student instructional levels during targeted sessions. During in-person professional		

development, teachers were trained on differentiating questions/objectives based on DOK levels.

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
See description for 2017–18	Calendars: Instructional and professional development calendars produced and distributed to staff prior to school year start, including observation dates, professional development meetings, department/best practice meetings, and data-driven instruction meetings.		

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
See description for 2017–18	SAI Time: Instructional calendar includes dedicated SAI blocks and collaboration meeting blocks. Education Specialists frequently reviewed their students' records to ensure the appropriate amount of SAI was offered to each student. An IEP calendar was created to ensure opportunities for all stakeholders to participate in meetings and share student data.		

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
See description for 2017–18	SEL Program: 7 Mindsets was adopted as the school's new social-emotional learning program. A committee was	Social Emotional Support Program Supplemental 45,454	Social Emotional Support Program LCFF Supplemental and Concentration 20,986.35

formed, including staff members from various support roles, to gather resources and develop curriculum for weekly implementation during homeroom check-in sessions. Academic Advisors hosted weekly sessions engaging students in discussion and providing a safe environment for growth. Additionally, committee members and some Advisors frequently attended 7 Mindset PLCs throughout the year.

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Recruit, interview, and hire teachers who fit the needs of the school. Salary increases granted to better attract and retain highly qualified and credentialed instructional staff.	Teacher Hires: All Insight applicants must have the appropriate California credential, NCLB compliance and English Learner Authorization, in order to be considered and hired for a position with Insight. The administration team has been carefully trained on hiring candidates that best fit the needs of Insight's at-risk population.	Teachers Supplemental 118,380	Teachers LCFF Supplemental and Concentration 138,245.02

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
See description for 2017–18	Teacher Gems: PD calendar included time for monthly "teacher gem" observations, in which content teachers observed and reflected on one another's instruction. This consisted of teachers pairing up and observing		

each other teach. While observing, they completed questions regarding best practices of the lesson and how they might incorporate those ideas into their own lessons. Additionally, the teacher trainer observed and consulted with various staff members each month in the style of instructional coaching.

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
See description for 2017–18	Teacher Training: Training modules were produced for all teachers at the start of the year, differentiated for new and returning teachers. All staff members completed training modules, regardless of their roles. Various trainings were also offered throughout the year, based on staff member roles and offerings. Trainings consisted of both synchronous and asynchronous types, and while most trainings were prescribed, teachers had choice in some of their selections.		

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
See description for 2017–18	CCSS Alignment: All k12 courses are aligned with common core or California state standards. Teachers were provided with alignment documents and time to ensure that		

pacing guides were thorough and well-aligned. All staff continuously work to plan and provide instruction and activities for students that align with the CCSS.

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
See description for 2017–18	EL Learners: All staff and teachers are required to review and take ELPAC training annually. Insight has a comprehensive ELD program that meets federal guidelines in identifying students and providing differentiated ELD instruction. Insight has online programs for students use for daily English language development practice and an ELD specialist is assigned.		

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
See description for 2017–18	Orientation: Strong Start Orientation was offered multiple times prior to the start of each cohort. All students received Getting Started Newsletters prior to their school start dates, as well as Welcome Emails from their Advisors. Welcome calls were completed by Advisors within the first ten days of students' enrollment to ensure students have received tech packages and have access to online systems. The FAST staff also completed Welcome Calls for		

students who may require additional support in the upcoming school year. Mandatory Walk to Class orientations were offered during the first two days of each cohort, during which FAST staff covered topics like access to the online high school, communicating with teachers, and submitting assignments. Each quarter also began with a quarter kick-off assembly to ensure that all students have the opportunity to be oriented to the school and its systems.

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.

Insight School of California continues to employ only appropriately credentialed teachers and utilize k12 courses that are appropriately aligned to Common Core or California State standards. The leadership team continues to work with and train teachers so that they are adequately equipped to teach via the online platform. Insight provides teachers opportunities to review and revise teaching plans and to ensure that their courses cover the proper breadth and depth of standards. Training opportunities are continually offered throughout the school year, and teachers are encouraged to collaborate with one another and share best practices.

Students continue to be provided with the hardware necessary to be successful in Insight's program. Insight School of California continues to support students with engaging and informative onboarding sessions, including orientations prior to school start, and walk-to-class orientation during the first few days of each quarter.

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

Insight teachers and advisors continually monitor Pulse Check surveys to ensure that students feel supported and comfortable with the online program from the start. Advisors have made connections with students each month, in an effort to ensure that students feel connected to the school and can access the online school and troubleshoot any issues that arise. Insight continues to refine and develop its onboarding procedures both for new students and new teachers. FAST members updated much of the Strong Start

material this year to streamline the orientation process and ensure that appropriate information is shared during each stage of the process.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The school experienced an increase in actual enrollments in the 18-19 school year and plans to utilize funds to provide a summer program focusing on core course completion for high school and math and ELA skill-building in the HS program.

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.

For the 19-20 school year, Insight will continue to refine the professional development calendar to ensure best use of time for all staff members. Insight will continue to offer collaborative time for teachers and opportunities for them to observe one another. A professional development/observation calendar will be developed with Insight's teacher trainer for the upcoming school year.

Additionally, Insight will continue to provide teachers with social-emotional learning training in order to best support the at-risk population.

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

Increase overall attendance rate

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
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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

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?

Throughout the school year, Insight School of California welcomed stakeholder feedback through quarterly surveys, department and staff meetings, and a parent/student LCAP information night. At the end of each quarter, parents, students, and staff members were surveyed on their thoughts regarding the school and any needed enhancements. During the LCAP information night, the LCAP was discussed and stakeholder input was used to drive the creation of goals and identification of areas of need. All stakeholders were surveyed once a draft was completed, and the Board of Directors was also asked for input.

Impact on LCAP and Annual Update

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

As a result of these LCAP consultations, it was determined that stakeholders felt that the school's top priorities should be student achievement, student engagement, and course access. These align with the school's goals of eliminating barriers to academic success, creating a positive school culture, and ensuring that all students have access to standards-aligned curriculum and current technology. It was also determined that stakeholders feel that the school currently most strongly values the following: interventions to supporting struggling students, live online instruction for all students, and teachers supporting students with their online coursework. These are actions that will continue to be in place for the next academic year, as they also strongly support the school's three goals.

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 student achievement for all students with academic interventions in place to eliminate barriers to student success

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:

Increased participation in required diagnostic and interim assessments
Maintain and Increase Core Course Completion Rates

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
SBAC Math grades 11 (Standards Exceeded or Met)	1% of 11th grade students met or exceed Math Standards	3% increase in the number of 11th grade students meeting or exceeding math standards	2% increase in the number of 11th grade students meeting or exceeding math standards	5% decrease in number of points below standard in Math (176 points below)
SBAC ELA grades 11 (Standards Exceeded or Met)	21% of 11th grade students met or	5% increase in the number of 11th grade students meeting or	5% increase in the number of 11th grade students meeting or	5% decrease in number of points below standard

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	exceeded ELA Standards	exceeding ELA standards	exceeding ELA standards	in ELA (62.4 points below)
% of pupils at/above grade level (HS level course) on Math Assessment (or other local measure)	17.2% of students on or above grade level on Math Assessment	42% of students will be on or above grade level in math by the end of the school year based on Math Assessment	35% of students will be on or above grade level in math by the end of the school year based on Math Assessment	35% of students will be on or above grade level in math by the end of the school year based on Math Assessment
% of pupils at/above grade level on Reading Assessment (or other local measure)	2.8% of students were on or above grade level in reading on Reading Assessment	61% of students will be on or above grade level in reading by the end of the school year based on Reading Assessment	35% of students will be on or above grade level in reading by the end of the school year based on Reading Assessment	35% of students will be on or above grade level in reading by the end of the school year based on Reading Assessment
Course Pass Rate	77.6% Overall Student Passrate	3% increase in overall student passrates	78.5% overall passrate	Maintain at least 80% overall passrate
EL reclassification rate	5.6% EL student reclassified	Increase the percent of EL students who are reclassified by an additional 3%.	7% of EL students will be reclassified	35% of EL students will be reclassified
Percentage of English learner pupils who make progress toward English proficiency	Fewer than 30 ELL students test for ELL progress and proficiency	Percent of ELL who make progress towards English proficiency will increase by 2%.	Percent of ELL who make progress towards English proficiency will increase by 2%.	Increase percentage of EL students at Levels 2, 3, and 4 by 2% each

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
% of 4-year Cohort that Completed a-g requirements	N/A	Due to nature of our program students are not eligible to attend a UC or CSU system after graduation, they must first attend a community college and transfer in.	Due to nature of our program students are not eligible to attend a UC or CSU system after graduation, they must first attend a community college and transfer in.	Due to nature of our program students are not eligible to attend a UC or CSU system after graduation, they must first attend a community college and transfer in.
% of pupil who scored Ready on the Early Assessment Program (EAP) ELA Test	N/A	Due to nature of our program students are not eligible to attend a UC or CSU system after graduation, they must first attend a community college and transfer in. Therefore, the students would not satisfy entrance requirements or participate in the Early Assessment Program	Due to nature of our program students are not eligible to attend a UC or CSU system after graduation, they must first attend a community college and transfer in. Therefore, the students would not satisfy entrance requirements or participate in the Early Assessment Program	Due to nature of our program students are not eligible to attend a UC or CSU system after graduation, they must first attend a community college and transfer in. Therefore, the students would not satisfy entrance requirements or participate in the Early Assessment Program
% of pupil who scored Ready on the Early Assessment Program (EAP) Math Test	N/A	Due to nature of our program students are not eligible to attend a UC or CSU system after graduation, they must first attend a community college and transfer in. Therefore, the students would not satisfy entrance requirements or participate in the	Due to nature of our program students are not eligible to attend a UC or CSU system after graduation, they must first attend a community college and transfer in. Therefore, the students would not satisfy entrance requirements or participate in the	Due to nature of our program students are not eligible to attend a UC or CSU system after graduation, they must first attend a community college and transfer in. Therefore, the students would not satisfy entrance requirements or participate in the

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		Early Assessment Program	Early Assessment Program	Early Assessment Program
% of pupils who completed an AP exams	N/A	Due the nature of the school AP courses are not available to students however, students are given opportunities to learn about colleges and universities, those in good academic standing are encourage to take community college course, and students are also offered workshops on financial aid. Students can attend virtual and in person outings that are focus on post-secondary education opportunities.	Due the nature of the school AP courses are not available to students however, students are given opportunities to learn about colleges and universities, those in good academic standing are encourage to take community college course, and students are also offered workshops on financial aid. Students can attend virtual and in person outings that are focus on post-secondary education opportunities.	Due the nature of the school AP courses are not available to students however, students are given opportunities to learn about colleges and universities, those in good academic standing are encourage to take community college course, and students are also offered workshops on financial aid. Students can attend virtual and in person outings that are focus on post-secondary education opportunities.
% of pupils who have passed AP exams with 3 or higher	N/A	Due the nature of the school AP courses are not available to students however, students are given opportunities to learn about colleges and universities, those in good academic standing are encourage to take community college course, and students are also offered workshops on financial aid. Students can	Due the nature of the school AP courses are not available to students however, students are given opportunities to learn about colleges and universities, those in good academic standing are encourage to take community college course, and students are also offered workshops on financial aid. Students can	Due the nature of the school AP courses are not available to students however, students are given opportunities to learn about colleges and universities, those in good academic standing are encourage to take community college course, and students are also offered workshops on financial aid. Students can

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		attend virtual and in person outings that are focus on post-secondary education opportunities.	attend virtual and in person outings that are focus on post-secondary education opportunities.	attend virtual and in person outings that are focus on post-secondary education opportunities.

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

[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

New Action

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

Unchanged Action

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

Modified Action

2017-18 Actions/Services

Professional Development

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

Professional Development that includes the 2019 RAPSA conference for additional

supports in teaching methods for the at-risk population.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	133,072	267,992	433,546.89
Source	Supplemental	Supplemental	LCFF Supplemental and Concentration
Budget Reference	Training, materials, teachers	Training, materials, teachers	Training, materials, teachers
Amount			11,692
Source			Title II
Budget Reference			Professional Development
Amount			15,000
Source			Title I
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)

[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

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

Create an Individualized Graduation Plan for each student and utilize a Response to Intervention model to determine level of support each pupil needs. Verify pupils have access through their online learning system to standards aligned curriculum.

2018-19 Actions/Services

See description for 2017–18

2019-20 Actions/Services

Create an Individualized Graduation Plan for each student and utilize a Response to Intervention model to determine level of support each pupil needs. Verify pupils have access through their online learning system to standards aligned curriculum.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	5,871	23,702	10,332.45
Source	Supplemental	Supplemental	LCFF Supplemental and Concentration
Budget Reference	Student Information System (SIS)	Student Information System (SIS)	Student Information System (SIS)

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

Review and Maintain Pacing Guide to ensure proper alignments for CCSS and curriculum

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

Review and Maintain Pacing Guide to ensure proper alignments for CCSS and curriculum

Budgeted Expenditures

Year 2017-18

Amount

16,862

2018-19

Source

Supplemental

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)

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

Clear and early communication regarding testing window and test sites.

2018-19 Actions/Services

See description for 2017–18

2019-20 Actions/Services

Clear and early communication regarding testing window and test sites.

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)

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

Increase instructional time with credentialed teacher. Regular and

2018-19 Actions/Services

Maintain instructional time with credentialed teacher. Regular and

2019-20 Actions/Services

Maintain 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.

consistent evaluation of student work samples to identify gaps in skills, provide ongoing feedback, and determine appropriate supports and interventions.

consistent evaluation of student work samples to identify gaps in skills, provide ongoing feedback, and determine appropriate supports and interventions.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
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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

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

Teachers provide targeted tutoring and small group instruction. Instruction is based on targeted areas of deficiency as identified by curriculum assessments aligned to CCSS and the diagnostic and interim assessment.

2018-19 Actions/Services

See description for 2017–18

2019-20 Actions/Services

Teachers provide targeted tutoring and small group instruction. Instruction is based on targeted areas of deficiency as identified by curriculum assessments aligned to CCSS and the diagnostic and interim assessment.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
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Action 7

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners

Scope of Services:

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

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

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

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.

2018-19 Actions/Services

See description for 2017-18

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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	2,286	24,928	11,015.03
Source	Supplemental	Supplemental	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 8

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

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

Modified Action

2017-18 Actions/Services

Family Support Liaisons will provide students who are in need of additional support and back on track plans for academic success.

2018-19 Actions/Services

See description for 2017–18

2019-20 Actions/Services

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	17,871	89,141	51,496.80
Source	Supplemental	Supplemental	LCFF Supplemental and Concentration
Budget Reference	Family Support Liaisons	Family Support Liaisons	Family Academic Support Liaisons
Amount			100,000
Source			Title I
Budget Reference			Family Academic Support Liaisons

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)

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

Providing additional educational resources for students within the classroom to support student achievement.

2018-19 Actions/Services

See description for 2017–18

2019-20 Actions/Services

Providing additional educational resources for students within the classroom to support student achievement.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
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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)

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

Modified Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Provide students with College Readiness Support, including in person and virtual workshops and outings.

See description for 2017–18

College/Career Readiness will be supported in the community by providing in-person events to include visiting community college campuses and vocational education programs

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			10,000
Source			ESSA Comprehensive Support and Improvement (CSI) Local Educational Agency (LEA)
Budget Reference			Outings for vocational ed and community colleges

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
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

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

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

New Action	Modified Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Administer diagnostic and interim assessments to measure student growth in ELA and math	Use Star 360 to administer diagnostic and interim assessments to measure student growth in ELA and math	Use Star 360 to administer diagnostic and interim assessments to measure student growth in ELA and math

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1,014	2,573	
Source	Supplemental	Supplemental	LCFF Supplemental and Concentration
Budget Reference	Star 360	Star 360	Star 360

Action 12

Specific Student Groups: Low Performing [Add Students to be Served selection here]	[Add Location(s) selection here]
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OR

English Learners Foster Youth Low Income [Add Students to be Served selection here]	Schoolwide [Add Scope of Services selection here]	All Schools [Add Location(s) selection here]
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Actions/Services

		New Action
		The school plans to provide evidence-based services including supplemental curriculum, professional development for teachers, and an increased school day and/or year for identified students. The

		increased time will support students with math and reading skills and support successful core course completion and credit recovery.
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Budgeted Expenditures

Amount			2500
Source			Low-Performing Students Block Grant (LPSBG)
Budget Reference			Summer School Staff
Amount			38,578.89
Source			LCFF Supplemental and Concentration
Budget Reference			Summer School Staff

Action 13

All	All Schools
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OR

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

		New Action
		Work with a data consultant to determine the areas of need specific to credit deficient and low performing students and develop action steps at the teacher and student level.

Budgeted Expenditures

Amount			3,000
Source			ESSA Comprehensive Support and Improvement (CSI) Local Educational Agency (LEA)
Budget Reference			Data Analysis

Action 14

All	All Schools
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OR

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

		New Action
		Building capacity of teachers by providing math professional development in instructional techniques and strategies to improve student proficiency.

Budgeted Expenditures

Amount			50,000
Source			ESSA Comprehensive Support and Improvement (CSI) Local Educational Agency (LEA)
Budget Reference			Math Consultant

Amount			15,000
Source			ESSA Comprehensive Support and Improvement (CSI) Local Educational Agency (LEA)
Budget Reference			Math Conferences/PD

Action 15

All	All Schools
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OR

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

		New Action
		The leadership team will utilize in-person meetings to review data analysis results, graduation rates and proficiency in order to create a plan for supports throughout the year.

Budgeted Expenditures

Amount			20,000
Source			ESSA Comprehensive Support and Improvement (CSI) Local Educational Agency (LEA)
Budget Reference			Meeting

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

Cultivate a positive school culture and system of supports for student personal and academic growth.

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:

Increase overall Attendance
Increase parent feedback and participation in student achievement and school activities
Decrease # of withdrawals
Increase number of students graduating
Decrease high school dropout rate

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
School Attendance Rates	79.6% attendance rate	89% overall attendance rate	89% overall attendance rate	89% overall attendance rate

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Chronic Absenteeism	Chronic Absenteeism not measured	Decrease chronic absenteeism by 5%	Decrease chronic absenteeism by 5%	Decrease chronic absenteeism by 5% (to 39.5%)
High School Dropout Rates	25.6% dropout rate	Decrease dropout rate by 5%	Decrease dropout rate by 2.5%	Decrease dropout rate by 2.5%
High School Graduation Rates	45.1% graduation rate	Increase the number of students graduating by 3%	78% graduation rate	78% graduation rate
Pupil suspension rates	0	Maintain a 0% for both expulsion and suspension rates	Maintain a 0% for both expulsion and suspension rates	Maintain a 0% for both expulsion and suspension rates
Pupil expulsion rates	0	Maintain a 0% for both expulsion and suspension rates	Maintain a 0% for both expulsion and suspension rates	Maintain a 0% for both expulsion and suspension rates
Parents will utilize online access to student assignments and grades	% of parents accessing online system not measured in 2015-2016 school year.	85% of parents will utilize online access to student assignments and grades	Metric will no longer be measured in SY18-19.	Metric will no longer be measured in SY18-19.
Number of withdrawals	79 withdrawals	Decrease withdrawals by 2%	Decrease withdrawals by 2%	Decrease percentage of withdrawals by 2% (to 20.7%)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Student participation in live sessions	Participation in live sessions not tracked for the 2015-2016 school year.	Increase student participation in live sessions by 5%	70% of students will attend whole group sessions in core content courses each week	70% of students will access live sessions on a weekly basis
Incorporate Parent Feedback in School Decisions	84% of students, parents, community, and staff felt safe and connected to the school.	85% of students, parents, community, and staff who respond to the end of quarter survey advise they feel safe and connected to the school.	75% of parents will respond to quarterly surveys and pulse checks	100% of parents will be invited to provide school feedback via satisfaction surveys and quarterly school surveys.
Due to the nature of the program, the school does not have a program for students with exceptional needs.	Due to the nature of the program, the school does not have a program for students with exceptional needs.	Due to the nature of the program, the school does not have a program for students with exceptional needs.	Due to the nature of the program, the school does not have a program for students with exceptional needs.	Due to the nature of the program, the school does not have a program for students with exceptional needs.

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

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

Professional Development

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

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)

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

Utilizing daily attendance reports and communication agents to support daily attendance.

2018-19 Actions/Services

See description for 2017–18

2019-20 Actions/Services

Utilizing daily attendance reports and communication agents to support daily attendance.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
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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:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

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

Utilization of Family Academic Support Team - Compliance Liaison Early identification of students not completing assignments, exhibiting low engagement; difficulty with specific content. Provide a

2018-19 Actions/Services

See description for 2017–18

2019-20 Actions/Services

Utilization of Family Academic Support Team - Compliance Liaison Early identification of students not completing assignments, exhibiting low engagement; difficulty with specific content. Provide a

support plan for students falling behind and/or not meeting expectations.

support plan for students falling behind and/or not meeting expectations.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	20,547	89,141	51,496.80
Source	Supplemental	Supplemental	LCFF Supplemental and Concentration
Budget Reference	FAST - Compliance Liaison	FAST - Compliance Liaison	FAST - Compliance Liaison

Action 4

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

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

Work with families who are contemplating withdrawal or drop out and work with them on a plan of action to maintain enrollment.

2018-19 Actions/Services

See description for 2017–18

2019-20 Actions/Services

Work with families who are contemplating withdrawal or drop out and work with them on a plan of action to maintain enrollment.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
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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

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

Communication to all levels of staff regarding potential graduates for each quarter and several check points in each quarter to ensure academic success for those potential graduates.

2018-19 Actions/Services

See description for 2017–18

2019-20 Actions/Services

Communication to all levels of staff regarding potential graduates for each quarter and several check points in each quarter to ensure academic success for those potential graduates.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
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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))

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

Modified Action

2017-18 Actions/Services

Ensure all low income students have access to the Internet. They will receive a reimbursement twice a year.

2018-19 Actions/Services

See description for 2017–18

2019-20 Actions/Services

Move to Goal 3

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	12,836	30,528	
Source	Supplemental	Supplemental	
Budget Reference	ISP Reimbursement	ISP Reimbursement	

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)

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

Create and deliver an Individualized Graduation Plan for each student within 4 weeks of enrollment.

2018-19 Actions/Services

See description for 2017–18

2019-20 Actions/Services

Create and deliver an Individualized Graduation Plan for each student within 4 weeks of enrollment.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
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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)

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

Building culture - student assemblies, clubs & support groups, college and career workshops, and newsletters.

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

Building culture - student assemblies, clubs & support groups, college and career workshops, and newsletters.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
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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)

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

2018-19 Actions/Services

2019-20 Actions/Services

Build sense of community through newsletters, Learning Coach University, Outings (both virtual and in person).

See description for 2017–18

Build sense of community through newsletters, Learning Coach University, Outings (both virtual and in person).

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
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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)

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

Quarterly Pulse Survey sent to families and teachers at the end of each quarter.

2018-19 Actions/Services

See description for 2017–18

2019-20 Actions/Services

Quarterly Pulse Survey sent to families and teachers at the end of each quarter.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	247		
Source	Supplemental and Concentration		
Budget Reference	Administration		

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)

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

Modified Action

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

Modified Action

2017-18 Actions/Services

Hold formal parent teacher conferences every quarter

2018-19 Actions/Services

Academic Advisors will old family progress check-ins each month and content teachers will hold parent teacher conferences each quarter as necessary.

2019-20 Actions/Services

Academic Advisors will hold Enduring Connection Calls each month and content teachers will hold parent teacher conferences each quarter as necessary.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
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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

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

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

Provide interpreter and translation services so families who speak a language other than English will be engaged in school.

2018-19 Actions/Services

See description for 2017–18

2019-20 Actions/Services

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		412	766.27
Source	Supplemental	Supplemental	LCFF Supplemental and Concentration
Budget Reference	ELD: Interpreter & Translation Services (CLI/DocTrack)	ELD: Interpreter & Translation Services (CLI/DocTrack)	ELD: Interpreter & Translation Services (CLI/DocTrack)

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)

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income**Scope of Services:**

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

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

Use ParentSquare as a communication tool to reach families for all school needs, including attendance notifications and reminders

2018-19 Actions/Services

See description for 2017–18

2019-20 Actions/Services

Use ParentSquare as a communication tool to reach families for all school needs, including attendance notifications and reminders

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1,185	2,755	68.00
Source	Supplemental	Supplemental	LCFF Supplemental and Concentration
Budget Reference	Materials	Materials	Materials

Action 14

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

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

Amount

500

Source

Title I

Budget
Reference

Homeless Liaison

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
		Lead Trauma Guidance Counselor is responsible for implementing a program to develop capacity to effectively support students whose lives have been affected by trauma.

Budgeted Expenditures

Amount			43,597.30
Source			LCFF Supplemental and Concentration
Budget Reference			Trauma Guidance Counselor

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 students are provided appropriately assigned and credentialed teachers, access to standards aligned courses, and 21st century technology.

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:

Pacing Guides that are aligned to the quarter system and common core standards.

Increased observation of teachers to ensure implementation of standards

Increase of classroom observations

Professional Development on Social Emotional needs of students

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Basic (Teachers, Instructional Materials, Facilities)	N/A	Set Baseline		100%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
% of students will have access and enrolled in required course of study	100%	100%		100%
Implementation of State Academic Standards	N/A	Set Baseline		100%
% of students have access to targeted support programs.	100%	100%		100%
% of programs and services will enable English Learners to access Common Core Standards and ELD standards to gain academic content knowledge and ELA proficiency.	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)

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

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

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

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

New Action

Unchanged Action

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Professional Development

See description for 2017–18

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

Calendar of action items for the school year which include, administration observations, professional development, best practice meetings, pacing guides, and other key components of the school year.

See description for 2017–18

Calendar of action items for the school year which include, administration observations, professional development, best practice meetings, pacing guides, and other key components of the school year.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
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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

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

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,

2018-19 Actions/Services

See description for 2017–18

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).

general education teachers, and special education teachers).

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
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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)

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

LEA-wide

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

Unchanged Action

2017-18 Actions/Services

Provide staff with Social Emotional training to support all students needs and to deliver live sessions for students to gain life long skills.

2018-19 Actions/Services

See description for 2017–18

2019-20 Actions/Services

Provide staff with Social Emotional training to support all students needs and to deliver live sessions for students to gain life long skills.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		45,454	21,406.08
Source	Supplemental	Supplemental	LCFF Supplemental and Concentration
Budget Reference	Social Emotional Support Program	Social Emotional Support Program	Social Emotional Support Program

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

New Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

Recruit, interview, and hire teachers who fit the needs of the school.

2018-19 Actions/Services

Recruit, interview, and hire teachers who fit the needs of the school. Salary increases granted to better attract and retain highly qualified and credentialed instructional staff.

2019-20 Actions/Services

Recruit, interview, and hire teachers who fit the needs of the school. Salary increases granted to better attract and retain highly qualified and credentialed instructional staff.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		118,380	132,478.89
Source		Supplemental	LCFF Supplemental and Concentration
Budget Reference		Teachers	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)

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

Provide faculty time to observe one another's classrooms for best practices.

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

Provide faculty time to observe one another's classrooms for best practices.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
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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)

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

Provide all teachers with training modules for the entire year at the beginning of the year.

2018-19 Actions/Services

See description for 2017–18

2019-20 Actions/Services

Provide all teachers with training modules for the entire year at the beginning of the year.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
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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)

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

Provide teachers with courses that are aligned to common core courses and the scope and sequence for all course to ensure pacing guides are properly set up and maintained.

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

Provide teachers with courses that are aligned to common core courses and the scope and sequence for all course to ensure pacing guides are properly set up and maintained.

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:

(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))

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

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

Professional development for teachers, administrators on how to scaffold the CCSS for access for English learners.

2018-19 Actions/Services

See description for 2017–18

2019-20 Actions/Services

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 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)

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

Provide all students orientation and technical checks to ensure proper access to systems prior to the start of school

2018-19 Actions/Services

See description for 2017–18

2019-20 Actions/Services

Provide all students orientation and technical checks to ensure proper access to systems prior to the start of school

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
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Action 11**OR****Actions/Services**

Ensure all low income students have access to the Internet. They will receive a reimbursement twice a year.

Budgeted Expenditures

Amount	<input type="text"/>	<input type="text"/>	16,554.60
Source	<input type="text"/>	<input type="text"/>	LCFF Supplemental and Concentration
Budget Reference	<input type="text"/>	<input type="text"/>	ISP Reimbursement

Action 12**OR****Actions/Services**

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

Budgeted Expenditures

Amount			500
Source			Title I
Budget Reference			Hotspots

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

Increase overall attendance rate

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

Need: Students need to attend classes regularly to ensure academic success.

Metrics: Progress Tracker, Attendance Reports

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		Overall student attendance will be at 92% or higher. Students participation in live sessions will		

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		increase by 5% based on the SY 16-17 data.		

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

2017-18 Actions/Services

Professional Development

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

2018-19 Actions/Services

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

2019-20 Actions/Services

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Budget

Reference

Staff

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)

[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

2017-18 Actions/Services

Design an efficient attendance tracking system

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

2018-19 Actions/Services

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

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget			
Reference	Staff		

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)

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

Provide additional support for students who are not attending through the Family Academic Support Team.

2018-19 Actions/Services

2019-20 Actions/Services

Budgeted Expenditures

Year 2017-18

2018-19

2019-20

Budget

Reference

Staff

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)

[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))

Location(s):

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

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

Ensure all low income students have access to the Internet. They will receive a reimbursement twice a year.

2018-19 Actions/Services

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Source	Supplemental		
Budget Reference	ISP Reimbursement		

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

\$811,338.00

Percentage to Increase or Improve Services

22.4%

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 utilize universal screener
- Focus on increasing student engagement
- Increased school day or year
- Family Academic Support Liaisons promote engagement in school and increase attendance
- ParentSquare as a communication tool to reach families
- Social Emotion training
- Lead Trauma Guidance Counselor
- Ensure all low income students have access to the Internet
- Retain highly qualified and credentialed instructional staff

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 – 69.53%

All NSLP Eligible – 69.27%

EL Funding Eligible – 2.60%

RFEP – 9.90%

Foster Youth – 0.26%

In 2019/20 the school calculates its minimum proportionality percentage will be 22.4%. 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, 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

\$695,007

Percentage to Increase or Improve Services

20.81%

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
- Focus on increasing student engagement

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 – 71.3%

All NSLP Eligible – 70.5%

EL Funding Eligible – 4.5%

RFEP – 12.1%

Foster Youth – 0.5%

In 2017/18 the school calculates its minimum proportionality percentage will be 21%. 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, we believe sufficient services will be provided to meet or exceed the mandated minimum percentage.

Estimated Supplemental and Concentration Grant Funds

\$210,606

Percentage to Increase or Improve Services

7.35%

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
- Focus on increasing student engagement

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 – 66.15%

All NSLP Eligible –65.36%%

EL Funding Eligible –3.65%

RFEP –15.36%

Foster Youth –0%

In 2016/17 the school calculates its minimum proportionality percentage will be 7%. 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

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

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

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

Plan Summary

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

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

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

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

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

Comprehensive Support and Improvement

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

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

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

Stakeholder Engagement

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

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

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

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

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

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

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

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

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

Priority 2: Implementation of State Standards addresses:

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

Priority 3: Parental Involvement addresses:

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

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

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

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

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

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

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

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

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

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

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

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

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

Local Priorities address:

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

(a) “Chronic absenteeism rate” shall be calculated as follows:

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

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

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

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

(1) For a 4-Year Cohort Graduation Rate:

- (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
- (B) The total number of students in the cohort.
- (C) Divide (1) by (2).

(2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:

- (A) The number of students who either graduated as grade 11 students or who earned any of the following:
 - (i) a regular high school diploma
 - (ii) a High School Equivalency Certificate
 - (iii) an adult education diploma
 - (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
- (B) The number of students in the DASS graduation cohort.
- (C) Divide (1) by (2).

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

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

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

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

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

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

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

Guiding Questions: Goals, Actions, and Services

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

Prepared by the California Department of Education, January 2019

LCAP Expenditure Summary

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	695,006.00	474,797.64	211,791.00	695,006.00	1,039,530.00	1,946,327.00
ESSA Comprehensive Support and Improvement (CSI) Local Educational Agency (LEA)	0.00	0.00	0.00	0.00	98,000.00	98,000.00
LCFF Supplemental and Concentration	0.00	474,797.64	0.00	0.00	811,338.00	811,338.00
Low-Performing Students Block Grant (LPSBG)	0.00	0.00	0.00	0.00	2,500.00	2,500.00
Supplemental	695,006.00	0.00	211,544.00	695,006.00	0.00	906,550.00
Supplemental and Concentration	0.00	0.00	247.00	0.00	0.00	247.00
Title I	0.00	0.00	0.00	0.00	116,000.00	116,000.00
Title II	0.00	0.00	0.00	0.00	11,692.00	11,692.00

* 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	695,006.00	474,797.64	211,791.00	695,006.00	1,039,530.00	1,946,327.00
	695,006.00	474,797.64	211,791.00	695,006.00	1,039,530.00	1,946,327.00

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

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	695,006.00	474,797.64	211,791.00	695,006.00	1,039,530.00	1,946,327.00
	ESSA Comprehensive Support and Improvement (CSI) Local Educational Agency (LEA)	0.00	0.00	0.00	0.00	98,000.00	98,000.00
	LCFF Supplemental and Concentration	0.00	474,797.64	0.00	0.00	811,338.00	811,338.00
	Low-Performing Students Block Grant (LPSBG)	0.00	0.00	0.00	0.00	2,500.00	2,500.00
	Supplemental	695,006.00	0.00	211,544.00	695,006.00	0.00	906,550.00
	Supplemental and Concentration	0.00	0.00	247.00	0.00	0.00	247.00
	Title I	0.00	0.00	0.00	0.00	116,000.00	116,000.00
	Title II	0.00	0.00	0.00	0.00	11,692.00	11,692.00

* 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	408,336.00	248,031.29	176,976.00	408,336.00	772,162.06	1,357,474.06
Goal 2	122,836.00	67,534.98	34,815.00	122,836.00	96,428.37	254,079.37
Goal 3	163,834.00	159,231.37	0.00	163,834.00	170,939.57	334,773.57
Goal 4			0.00	0.00	0.00	0.00
Goal 5			0.00	0.00	0.00	0.00
Goal 7			0.00	58,412.13	0.00	58,412.13

* 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					