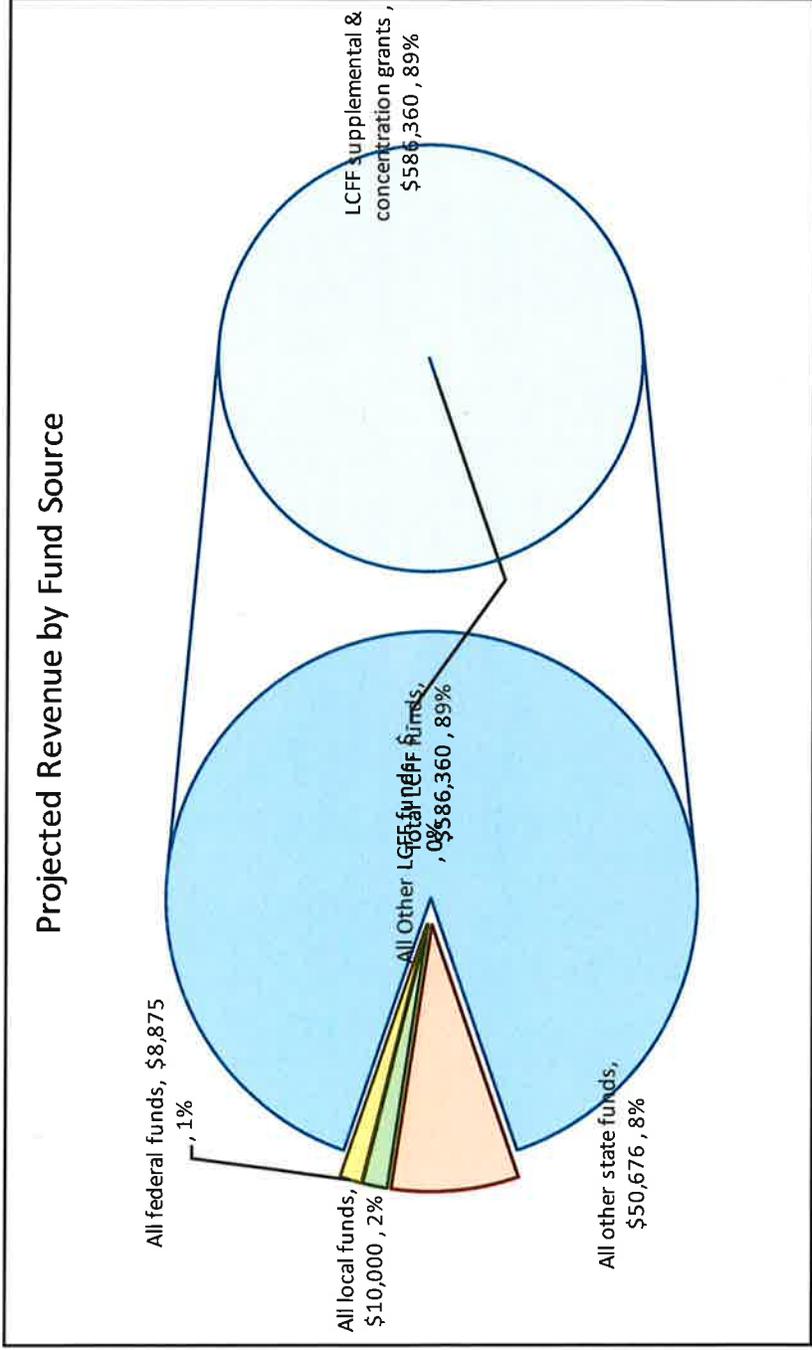


# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Peak to Peak Mountain Charter  
CDS Code: 1285040000000  
Local Control and Accountability Plan (LCAP) Year: 2020-21  
LEA contact information: Jeffrey Fenske 661-242-3811 jfenske@peaktoppeakmountaincharter.org

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

## Budget Overview for the 2020-21 LCAP Year

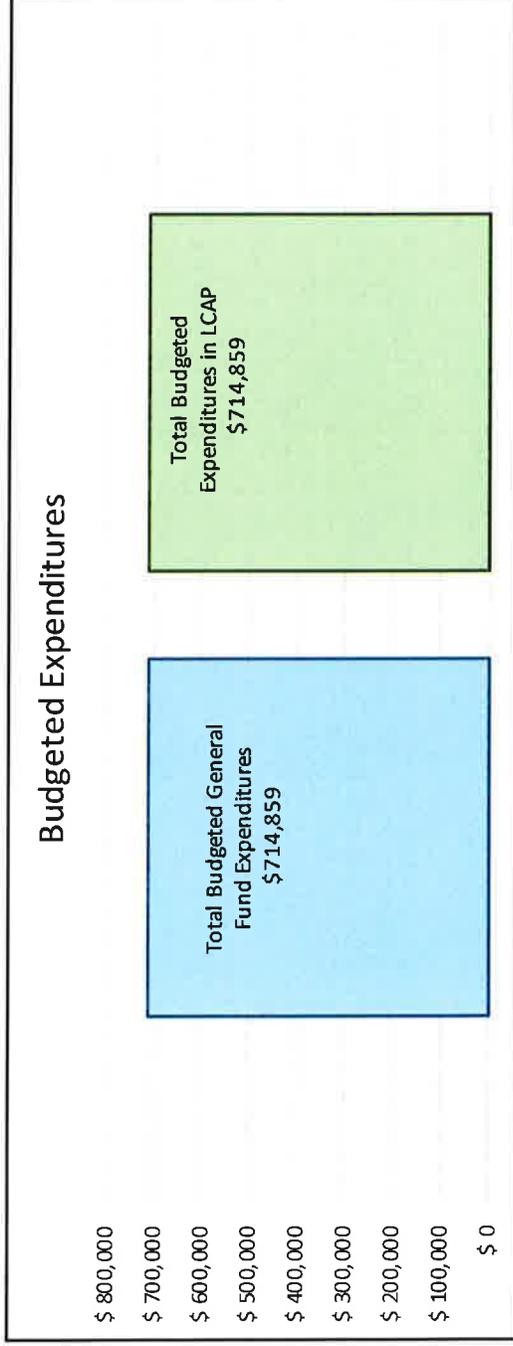


# LCFF Budget Overview for Parents

This chart shows the total general purpose revenue Peak to Peak Mountain Charter expects to receive in the coming year from all sources.

The total revenue projected for Peak to Peak Mountain Charter is \$655,911.00, of which \$586,360.00 is Local Control Funding Formula (LCFF), \$50,676.00 is other state funds, \$10,000.00 is local funds, and \$8,875.00 is federal funds. Of the \$586,360.00 in LCFF Funds, \$586,360.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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 Peak to Peak Mountain Charter plans to spend for 2020-21. It shows how much of the total is tied to planned actions and services in the LCAP.

## LCFF Budget Overview for Parents

Peak to Peak Mountain Charter plans to spend \$714,859.00 for the 2020-21 school year. Of that amount, \$714,859.00 is tied to actions/services in the LCAP and \$0.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

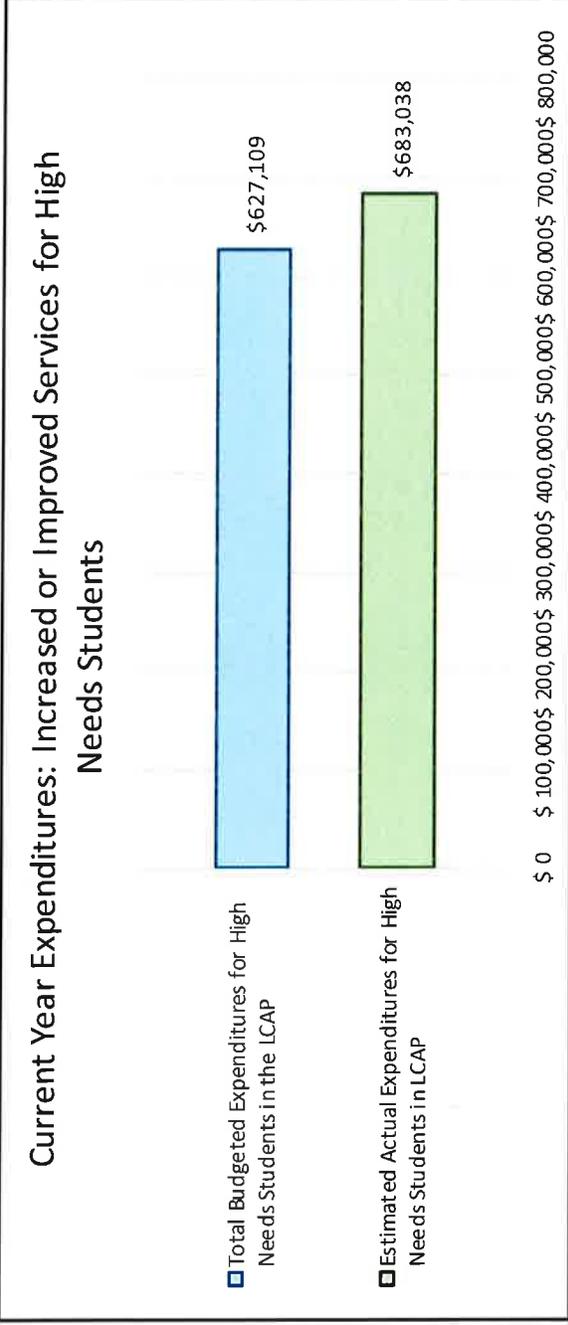
All Peak to Peak Mountain Charter General Fund Budget Expenditures are included in the LCAP since funds are allocated school wide.

### Increased or Improved Services for High Needs Students in 2020-21

In 2020-21, Peak to Peak Mountain Charter is projecting it will receive \$586,360.00 based on the enrollment of foster youth, English learner, and low-income students. Peak to Peak Mountain Charter 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, Peak to Peak Mountain Charter plans to spend \$714,859.00 on actions to meet this requirement.

# LCFF Budget Overview for Parents

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



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

In 2019-20, Peak to Peak Mountain Charter's LCAP budgeted \$627,109.00 for planned actions to increase or improve services for high needs students. Peak to Peak Mountain Charter estimates that it will actually spend \$683,038.00 for actions to increase or improve services for high needs students in 2019-20.

**LCFF Budget Overview for Parents: Data Input**

<b>Local Educational Agency (LEA) name:</b>	Peak to Peak Mountain Charter
<b>CDS code:</b>	1285040000000
<b>LEA contact information:</b>	Jeffrey Fenske 661-242-3811 jfenske@peaktopeakmountaincharter.org
<b>Coming LCAP Year:</b>	2020-21
<b>Current LCAP Year</b>	2019-20

\*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

<b>Projected General Fund Revenue for the 2020-21 LCAP Year</b>		<b>Amount</b>
Total LCFF funds	\$	586,360
LCFF supplemental & concentration grants	\$	586,360
All other state funds	\$	50,676
All local funds	\$	10,000
All federal funds	\$	8,875
<b>Total Projected Revenue</b>	<b>\$</b>	<b>655,911</b>

<b>Total Budgeted Expenditures for the 2020-21 LCAP Year</b>		<b>Amount</b>
Total Budgeted General Fund Expenditures	\$	714,859
Total Budgeted Expenditures in LCAP	\$	714,859
Total Budgeted Expenditures for High Needs Students in LCAP	\$	714,859
Expenditures not in the LCAP	\$	-

<b>Expenditures for High Needs Students in the 2019-20 LCAP Year</b>		<b>Amount</b>
Total Budgeted Expenditures for High Needs Students in the LCAP	\$	627,109
Estimated Actual Expenditures for High Needs Students in LCAP	\$	683,038

# Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

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

LEA Name	Contact Name and Title	Email and Phone
Peak to Peak Mountain Charter	Tamara Trost Administrator	<a href="mailto:ttrost@peaktopeakmountaincharter.org">ttrost@peaktopeakmountaincharter.org</a> 661-242-3811

## 2017-20 Plan Summary

### The Story

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

Peak to Peak Mountain Charter is a small rural school nestled in the Los Padres National Forest, just 2 1/2 miles west of the mountain community of Pine Mountain Club. The school serves students from Kern, Los Angeles and Ventura Counties. The majority of Peak to Peak's students are from the Maricopa and El Tejon Unified School District. We serve students served from the surrounding mountain communities of Pinon Pines, Lake of the Woods, Frazier Park, Lebec, Lockwood Valley and Cuddy Valley.

Peak to Peak has a very strong volunteer base. The school benefits from a very involved parent and community base. We are committed to working collaboratively to develop lifelong learners in a safe and caring academic environment, where students are challenged, integrity and Personal Best expected, and differences valued. Peak to Peak's primary goal is to provide an exemplary individualized standards-based education for all children, with emphasis in cooperative, hands-on, theme-based learning. We believe all children are unique and gifted individuals. Peak to Peak Mountain Charter puts student academic achievement first. We focus on and are striving to recognize and meet the specific needs of each student.

### LCAP Highlights

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

Peak to Peak Mountain Charter's key features of this year's LCAP are:

1. Meeting the students' individualized needs to increase student achievement through the hiring of qualified staff, parent commitment, individualized lesson plans, and remediation especially in the area of mathematics.
2. Improve attendance by providing continuity and a safe environment. Provide clear communication about absences, truancy and parent-taught off-site independent study.
3. Increase Use of Technology. With the increased speed internet connection, utilize more web-based learning and assessment programs. Complete all state testing online vs. paper testing. Maintain our technological infrastructure and daily use is a priority.

# 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

Peak to Peak Mountain Charter School's greatest progress is in direct relation to last year's greatest needs and has a direct impact on several of our goals. We've had more input from our stakeholders. In comparison to last year, both students and parents have expressed that they are more confident that the school is providing textbooks and instructional materials to meet the needs all students, accommodating students with special needs and providing all students, including English learners, and students with disabilities to a course of study which includes mathematics, reading/language arts, history/social science, science, visual and performing arts, health/PE, and computers/technology. Math and Reading RTI was provided for struggling students. This added support had direct impact on improvements in our mathematics scores and positive responses on course of study comments. The increased confidence in technology availability was especially apparent in the comment section of the LCAP surveys.

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

Based on state indicators, Peak to Peak's greatest need is in battling chronic absenteeism. The biggest contributing factor is families with chronic absenteeism either due to changing family dynamics or lack of transportation. One way to combat this is an increased emphasis on student attendance through a positive school climate. Another factor are students not completing independent study work, resulting in partial or no credit for those days of attendance. Suggestions for improvement in this area are to increase parent-school communication on the requirements for independent study. Another suggestion is to provide a more formal carpool sign-up so that students have a more fluid way of getting to school. Though there was improvement in mathematics, we will still focus on improvement in this area to improve student test scores. Staff development and training will focus on best practices in mathematics instruction, including the successful implementation and continuation of the math RTI program started this school year.

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

Though Peak to Peak falls into the green performance level in mathematics, 52.63% of the students were below level 3. Though there were gains in "Concepts and Procedures and Communicating Reasoning," students still struggled in "Problem Solving and Modeling and Data Analysis." Peak to Peak will sharpen its staff development focus in mathematics to include best practices, goal development, and supporting struggling students in learning grade-level mathematical concepts. Peak to Peak will also continue RTI in mathematics. Also, teachers will focus student learning on modeling and data analysis to support improvement in that area. Finally, more practice with the online SBAC tests will familiarize the students with the type of questions and problems they will encounter during the official testing period.

# 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.

NA

## Support for Identified Schools

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

NA

## Monitoring and Evaluating Effectiveness

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

NA

# Annual Update

LCAP Year Reviewed: 2018-19

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

## Goal 1

Meeting students' individualized needs to increase student achievement.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1-Basic Services, Priority 2: Implementation of State Standards, Priority 3: Parental Involvement, Priority 4-Pupil Achievement, Priority 7- Course Access, Priority 8-Pupil Outcomes

Local Priorities:

## Annual Measurable Outcomes

Expected

Actual

**Metric/Indicator**

State Priority #1A: Basic Services

Class size is 24 in grades K-5th and Class size is 26 in Grades 6-8<sup>th</sup>

**18-19**

Class size is 24 in grades K-5th and Class size is 26 in Grades 6-8<sup>th</sup>

**Baseline**

**2017-18 Baseline:**

State Priority #1A

Class size is 24 or lower in grades K-5th and Class size is 26 or lower in Grades 6-8<sup>th</sup>

State Priority #1A: Basic Services

PARTIALLY MET: 1) Classes were smaller than expected in TK-1(50%) and 2-3(29%), and 8.33 % bigger in 4-5.

**Metric/Indicator**

State Priority #1B: Basic Services

Each classroom Tk-8 had one Teacher's Instructional Aide.

State Priority #1B: Basic Services

MET: 1) Each classroom Tk-8 had one Teacher's Instructional Aide.

Expected

Actual

18-19  
 Each classroom TK-8 had one Teacher's Instructional Aide

2017-18 Baseline:  
 Each classroom TK-8 had one Teacher's Instructional Aide

**Metric/Indicator**  
 State Priority #2A: State Standards  
 A). Assessments and Benchmarks completed at the local level and reviewed triennially at ILP meeting (Individual Learning Plan)

**18-19**  
 State Priority #2: State Standards  
 A). Assessments and Benchmarks completed at the local level and reviewed triennially at ILP meeting (Individual Learning Plan)

**Baseline**  
**2017-18 Baseline:**  
 State Priority #2: State Standards  
 A). Assessments and Benchmarks completed at the local level and reviewed triennially at ILP meeting (Individual Learning Plan)

State Priority #2A: State Standards  
 MET: 1) ILPs (Individual Learning Plans) were held 3 times in the 2018-19 school year.

**Metric/Indicator**  
 State Priority #2B: State Standards  
 B. Teachers and Paraprofessionals trained in meeting Common Core Standards using Accelerated Reader and Math.

**18-19**  
 B. Teachers and Paraprofessionals trained in meeting Common Core Standards using Accelerated Reader and Math.

**2017-18 Baseline:**  
 B. Teachers and Paraprofessionals trained in meeting Common Core Standards using Accelerated Reader and Math.

State Priority #2B: State Standards  
 MET WITH COMMON CORE TRAINING, BUT TRAINING NOT SPECIFIC TO ACCELERATED READER AND MATH:  
 MET: 1) RTI math training taken by middle school teacher.  
 MET: 2) "Number Talks" Math training taken by RSP teacher, 2 general education teachers and administration.  
 MET: 3) General Education and RSP teacher trained paraprofessionals in Number Talks teaching approach.

**Metric/Indicator**  
 State Priority #3A: Parental Involvement  
 A). Assessments and Benchmarks completed at the local level and reviewed triennially at ILP meeting (Individual Learning Plan).

State Priority #3A: Parental Involvement  
 MET: 1) ILPs (Individual Learning Plans) were held 3 times in the 2018-19 school year.

Expected

Actual

**18-19**

A). Assessments and Benchmarks completed at the local level and reviewed triennially at ILP meeting (Individual Learning Plan).

**2017-18 Baseline:**

A). Assessments and Benchmarks completed at the local level and reviewed triennially at ILP meeting (Individual Learning Plan).

**Metric/Indicator**

State Priority #4A: Pupil Achievement

A). Assessments and Benchmarks completed at the local level and reviewed triennially at ILP meeting (Individual Learning Plan)

**18-19**

A). Assessments and Benchmarks completed at the local level and reviewed triennially at ILP meeting (Individual Learning Plan)

**Baseline**

**2017-18 Baseline:**

A). Assessments and Benchmarks completed at the local level and reviewed triennially at ILP meeting (Individual Learning Plan)

State Priority #4A: Pupil Achievement

MET: 1) ILPs (Individual Learning Plans) were held 3 times in the 2018-19 school year.

**Metric/Indicator State**

Priority 4B: Pupil Achievement

B. Teachers and Paraprofessionals trained in meeting Common Core Standards using Accelerated Reader and Math.

**18-19**

B. Teachers and Paraprofessionals trained in meeting Common Core Standards using Accelerated Reader and Math.

**2017-18 Baseline:**

B. Teachers and Paraprofessionals trained in meeting Common Core Standards using Accelerated Reader and Math.

State Priority #4B: Pupil Achievement

MET WITH COMMON CORE TRAINING, BUT TRAINING NOT SPECIFIC TO ACCELERATED READER AND MATH:

MET: 1) RTI math training taken by middle school teacher.

MET: 2) "Number Talks" Math training taken by RSP teacher, 2 general education teachers and administration.

MET: 3) General Education and RSP teacher trained paraprofessionals in Number Talks teaching approach.

**Metric/Indicator State**

Priority 7A: Course Access

A). Assessments and Benchmarks completed at the local level and reviewed triennially at ILP meeting (Individual Learning Plan)

**18-19**

A). Assessments and Benchmarks completed at the local level and reviewed triennially at ILP meeting (Individual Learning Plan)

**Baseline**

**2017-18 Baseline:**

State Priority #7A: Course Access

MET: 1) ILPs (Individual Learning Plans) were held 3 times in the 2018-19 school year

Expected	Actual
<p>A). Assessments and Benchmarks completed at the local level and reviewed triennially at ILP meeting (Individual Learning Plan)</p>	
<p><b>Metric/Indicator State</b>            Priority #8A: Pupil Outcomes            A). Assessments and Benchmarks completed at the local level and reviewed triennially at ILP meeting (Individual Learning Plan)  <b>18-19</b>            A). Assessments and Benchmarks completed at the local level and reviewed triennially at ILP meeting (Individual Learning Plan)  <b>Baseline</b>  <b>2017-18 Baseline:</b>            A). Assessments and Benchmarks completed at the local level and reviewed triennially at ILP meeting (Individual Learning Plan)</p>	<p>State Priority #8A: Pupil Outcomes            MET: 1) ILPs (Individual Learning Plans) were held three times in the 2017-18 school year and report cards distributed at the end of each trimester.</p>

## 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
<p>1.1 Hire and maintain a qualified teaching staff for 4 classrooms.</p>	<p>MET            1.1 Hired and maintained qualified teaching staff for four classrooms.</p>	<p>\$15,500.00</p>	<p>\$17,735.00</p>

## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.2 Hire and maintain 4 paraprofessionals to support students and instruction in each classroom.	MET 1.2 Hired and maintained four paraprofessionals to support students and instruction in each classroom.	\$4,700	\$4,986

## Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.3 Accountability Contract signed by parent/guardian	MET 1.3.1 Opening school packet including school compact and accountability contract to be signed by parents. 1.3.2 Follow-up with parents during triennial ILP meetings and as needed.	Reported in 1.1	Reported in 1.1

## Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.4 School Compact signed annually by Parent, Student and Teacher.	MET 1.4.1 ILPs conducted triennially. 1.4.2 Opening school packet including school compact and accountability contract to be signed by parents.	Reported in 1.1	Reported in 1.1

## Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.5 Conduct ILP's (Individualized Learning Plans) triennially with parents.	<b>MET</b> 1.5.1 ILPs conducted triennially.	Reported in 1.1	Reported in 1.1

## Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.6 Teachers trained on administering the CAASPP online.	<b>PARTIALLY MET</b> 1.6.1 Paper testing for CAASPP requested due to limited bandwidth. 1.6.2 Administrator and two teachers attended training and trained non-attending staff in testing requirements.	\$2,000.00	\$1,943.00

## Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.7 Use local benchmark testing and multiple measures to assess student progress.	<b>PARTIALLY MET</b> 1.7.1 Paper testing for CAASPP requested due to limited bandwidth. 1.7.2 Administrator and two teachers attended training and trained non-attending staff in testing requirements.	Reported in 1.1	\$330.68

## Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.8 Teachers and Paraprofessionals trained in administering Reader and Accelerated Math diagnostic testing.	<p><b>MET</b></p> <p>1.8 Teachers trained paraprofessionals to assist in Accelerated Math and Reader Diagnostic Testing.</p> <p>1.8.1 Teachers utilized Star 360 and other formative and summative assessments.</p>	Reported in 1.1	Reported in 1.1

## Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.9 Continued Common Core training and implementation.	<p><b>MET</b></p> <p>1.9 Continued Common Core training and implementation.</p> <p>1.9.1 Teachers and paraprofessionals attended ELA and Math curriculum Training.</p>	Reported in 1.1	Reported in 1.1

## Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.10 Tutoring sessions offered yearly (once weekly)	<p><b>MET</b></p> <p>1.10 Tutoring sessions were offered in four sessions in 2018-19 as a weekly service. Students were chosen based on assessed greatest need and were at times rotated into or out of the program based on progress.</p>	\$2,000.00	\$0.00 (paid out of restricted funding)

## Analysis: Goal 1

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

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

The actions and services related Goal #1 of meeting student's individualized academic needs were largely implemented with the exception of actions related to the school's insufficient bandwidth strength:

Peak to Peak hired and maintained both highly qualified certificated and classified staff. Each classroom had a certified teacher and a part-time instructional aide.

Staff development was also successful. Teachers and paraprofessionals trained in both Math and ELA curriculum and worked together to choose new ELA curriculum for the 2018-19 school year.

School and Accountability compacts were provided at the beginning of the school year and students, families, and teachers signed and returned them. This informs families of behavior and academic expectations where each student is expected to do their own personal best.

Assessments for reading and math were not limited to Accelerated Reader or Math, but also included a myriad of formal and informal formative and summative tests. This data fed into setting goals at parent teacher conferences where Individualized Learning Plans (ILP's) were created for each student. These plans were revisited two other times during the school year to make sure progress was being made and to amend learning goals where appropriate. These assessments were also utilized to recommend students for tutoring. Four sessions of weekly tutoring were provided and students were chosen based on greatest identified need.

This goal was not met in relation to the coordination of technology into the classroom for either instruction or state testing due to ongoing connectivity struggles.

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

Overall, this goal's ultimate success continued to be limited by connectivity struggles. The integration of technology into the classroom in the 18-19 school year may prove helpful to remediation for struggling students. Additional training in 18-19 in the area of math fluency should be continued in 19-20 for both teachers and paraprofessionals.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 1: \$15,500 was budgeted for Teacher salaries and \$17,735 was expended. This \$2,235 difference was largely due to an increase in time spent in teacher training.

Action 2: \$4,700 was budgeted for Paraprofessional salaries and \$4986 was expended. The \$286 difference was due to increased time allocated for ELA and math training.

Action 3: N/A

Action 4: N/A

Action 5: N/A

Action 6: There was only a very small difference of \$57 dollars for teacher CAASPP training.

Action 7: \$330.68 was expended and no monies were budgeted. No monies were allocated in the budget for paper vs. online testing because it was believed the satellite tower would be installed in the school year prior to CAASPP testing. Due to the slower internet, paper testing was necessary for Math and ELA CAASPP tests. This cost comes from increased oversight costs related to the proctoring a paper vs. online test.

Actions 8 and 9: No monies were initially allocated for Math and ELA remediation testing or common core curriculum training. With the introduction of new reading and math RTI programs and the introduction of a new ELA curriculum, additional training was required.

Action 10: N/A Community volunteers were utilized for tutoring and teachers volunteered after hour time and classroom space for this weekly tutoring 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.

Based on the release of state indicators, this goal will be changed from a general goal of increasing individual student achievement to focusing more heavily in mathematics. This goal will be supported by with a continued focus on the successful integration of technology into the classroom.

The following actions changes will better support Goal#1 for the 2019-2020 LCAP:

1.7: Using local benchmark testing and multiple measures to assess student progress. Utilizing a myriad of both formative and summative assessments, teachers in cooperation with special education staff will try to identify initial levels and students most needing remediation. These assessments will continue through the school year to monitor growth or areas of re-teaching. Finally, summative assessments will help inform the success of the remediation provided to students throughout the school year.

1.8: Teachers and Paraprofessionals trained in administering Reading Simplified, Barton, and Accelerated Math diagnostic testing. This action will help support action 1.7, but will go further in that the net of teaching professionals will be expanded to include paraprofessionals and all general education teachers.

1.9: Continued Common Core training and implementation. Training especially in the area of mathematics will be extended to all general education teachers and the paraprofessionals that support them.

# 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

To improve Peak to Peak Charter School's Average Daily Attendance (ADA).

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1-Basic Services, Priority 3: Parental Involvement, Priority 5- Pupil Engagement, Priority 6- School Climate

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator:</b> Priority 1A: Basic Services Attendance rate at or above 94%.</p> <p><b>18-19:</b> Attendance rate at or above 94%.</p> <p><b>Baseline:</b> Attendance rate at or above 94%.</p>	<p>Priority 1A: Basic Services Attendance rate at or above 94%. NOT MET: 1) Attendance rate at 93%</p>
<p><b>Metric/Indicator:</b> Priority 1B: Basic Services Provide a safe school site.</p>	<p>Priority 1B: Basic Services Provide a safe school site. MET: 1) Students and families signed the School Compact. Teachers and staff introduce, review as needed, and emphasize</p>

Expected

Actual

**18-19:**

Increased knowledge of school rules (School Compact, School and Classroom rules); Updated Safety Plan; Safety drills: Fire and Earthquake completed regularly.

**Baseline:**

School and Class rules communicated via the school compact, ILP meetings, Back to School Night and within classrooms and at recess. Safety plan reviewed annually. Fire and earthquake drills completed regularly.

school and class rules. School and class rules are also discussed with parents at ILP meetings and Back to School Night.

MET: 2) Safety plan updated to include lockdown instructions specific to each individual classroom.

MET: 3) Fire drills completed almost monthly. Participated in the Great Shake Out earthquake fire drill.

**Metric/Indicator:**

Priority 3A: Parent Involvement  
Attendance rate at or above 94%.

**18-19:**

Attendance rate at or above 94%.

**Baseline:**

Attendance rate at or above 94%.

Priority 3A: Parent Involvement  
Attendance rate at or above 94%.

NOT MET: 1) Attendance rate at 93%

**Metric/Indicator:**

Priority 3B: Parent Involvement  
Clear and frequent communication to parents about student attendance, beginning of school year notices, ILP meetings, and truancy notices and meetings. Short-term independent study. Provide monthly and annual student incentives. Complete

Priority 3B: Parent Involvement

MET: 1) Clear and frequent communication to parents and students about student attendance and letters created and meetings held as needed for truancy.

MET: 2) Importance of attendance highlighted in monthly newsletters, ILP meetings and at back to school night.

Expected

attendance records and address truancy issues in a timely manner. Annual attendance reporting.

**18-19:**

Clear and frequent communication to parents about student attendance, beginning of school year notices, ILP meetings, and truancy notices and meetings. Short-term independent study. Provide monthly and annual student incentives. Complete attendance records and address truancy issues in a timely manner. Annual attendance reporting.

**Baseline:**

Complete attendance records and address truancy issues in a timely manner. Truancy notices sent home as needed. P-1, P-2, Annual Attendance Reporting. Parents and students sign agreement prior to independent study begins to show understanding of requirements.

Actual

MET: 3) Monthly and annual student incentives include baked goods and an end of the year award to students with perfect attendance.

MET: 4) Attendance reporting completed on time.

**Metric/Indicator:**

Priority 3C: Parent Involvement  
Short-term independent study

**18-19:**

Short-term independent study.

**Baseline:**

Priority 3C: Parent Involvement

MET: 1) Parents and student sign agreement which outlines requirements and agreement of expectations and responsibilities of completing the independent study.

MET: 2) Teachers provide independent study work and then grade it for completion when students return and identify the numbers of days credit students have earned.

Expected

Actual

Parents and students sign agreement prior to independent study begins to show understanding of requirements.

MET: 3) A letter is sent to parents following grading of the independent study work to notify them the number of days of independent study work earned.

**Metric/Indicator:**

Priority 5A: Student Engagement  
Attendance rate at or above 94%.

**17-18:**

Attendance rate at or above 94%.

**Baseline:**

Attendance rate at or above 94%.

Priority 5A: Student Engagement

Attendance rate at or above 94%.

UNMET: 1) Attendance rate at 93%

**Metric/Indicator:**

Priority 5B: Student Engagement  
Short-term independent study provided for planned absences lasting three or more days with at least a one-week advance notice and with teacher approval.

**18-19:**

Short-term independent study provided for planned absences lasting three or more days with at least a one-week advance notice and with teacher approval.

**Baseline:**

Short-term independent study provided for planned absences lasting three or more days with at least a one-week advance notice and with teacher approval.

Priority 5B: Student Engagement

MET: 1) Short-term independent study provided for planned absences lasting three or more days with at least a one-week advance notice and with teacher approval.

MET: 2) Parents and students sign agreement prior to independent study begins to show understanding of requirements.

MET: 3) Teachers put together parent-led independent study packets, and grade work and calculate the number of days credited towards independent study upon student return and receipt of packet.

MET: 4) A letter is sent to parents following grading of the independent study work to notify them the number of days of independent study work earned.

Expected

Actual

Parents and students sign agreement prior to independent study begins to show understanding of requirements.

**Metric/Indicator:**

Priority 5C: Student Engagement

Provide monthly and annual student incentives.

**18-19:**

Provide monthly and annual student incentives for perfect attendance.

**Baseline:**

Monthly and annual student incentives for perfect attendance.

Priority 5C: Student Engagement

Provide monthly and annual student incentives.

MET: 1) Parent group provided baked goods and other prizes to students with perfect attendance for the month. Students with perfect attendance for the year are awarded a certificate and gift card and are recognized at our end of the year program.

**Metric/Indicator:**

Priority 6A: School Climate

Attendance rate at or above 94%.

**18-19:**

Attendance rate at or above 94%.

**Baseline:**

Attendance rate at or above 94%.

Priority 6A: School Climate

Attendance rate at or above 94%.

Attendance rate at 93%

**Metric/Indicator:**

## Expected

### Priority 6B: School Climate

Clear and frequent communication to parents about student attendance, beginning of school year notices, ILP meetings, and truancy notices and meetings. Short-term independent study. Provide monthly and annual student incentives. Complete attendance records and address truancy issues in a timely manner. Annual attendance reporting.

#### **18-19:**

Clear and frequent communication to parents about student attendance, beginning of school year notices, ILP meetings, and truancy notices and meetings. Short-term independent study. Provide monthly and annual student incentives. Complete attendance records and address truancy issues in a timely manner. Annual attendance reporting.

#### **Baseline:**

Complete attendance records and address truancy issues in a timely manner. Truancy notices sent home as needed. P-1, P-2, Annual Attendance Reporting. Parents and students sign agreement prior to independent study begins to show understanding of requirements.

## Actual

### Priority 6B: School Climate

MET: 1) Clear and frequent communication to parents and students about student attendance and letters created and meetings held as needed for truancy.

MET: 2) Importance of attendance highlighted in monthly newsletters, ILP meetings and at back to school night.

MET: 3) Monthly and annual student incentives include baked goods and an end of the year award to students with perfect attendance.

MET: 4) Attendance reporting completed on time.

## 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
2.1 Clear and frequent communication to parents about student attendance, beginning of school year notices, ILP meetings, truancy notices and other meetings.	<p>MET</p> <p>2.1 Clear and frequent communication to parents about student attendance. Beginning of school year notices sent out prior to school. Attendance discussed in ILP meetings. Truancy notices sent out and meetings held as needed.</p>	\$5,669	\$5,668

### Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.2 Provide a safe school site through increased knowledge of school rules and school safety practices	<p>MET</p> <p>2.2 School Compact signed by students and parents, school and classroom rules communicated and reinforced, lead teacher appointed to work with the administrator to resolve</p>	\$1,800	\$1,800

	<p>disciplinary issues. Safety drills include almost monthly Fire drills and participation in the “Great Shake Out” for Earthquake drills. Safety plan updated to include lockdown instructions unique to each individual classroom.</p>		
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**Action 3**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>2.3 Parent-taught independent study provided to families for planned absences of three days or greater with at least a week’s notice.</p>	<p><b>PARTIALLY MET</b>            2.3. Teachers and staff provided communication about completion requirements of short-term independent study. Completion percentages were communicated to parents after the study packets had been graded.</p> <p>2.3.1 Some students did not complete the full packet or the packet was not returned in a timely manner. As such, students were not credited for all of the days requested.</p>	<p>\$873</p>	<p>\$872</p>

#### Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide incentives for good attendance	<p>MET</p> <p>2.4 Parent group provided baked goods and other prizes for students with perfect attendance for the month.</p> <p>2.4.1 At the end of the school year, students with perfect attendance for the year were awarded gift cards and certificates and recognized at the end of the year program.</p>	Reported in 2.1	Reported in 2.1

#### Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.5 Complete attendance records and address truancy issues in a timely manner.	<p>MET</p> <p>2.5 Completed attendance records and address truancy issues in a timely manner.</p> <p>2.5.1 P-1, P-2, Annual Attendance Reporting results routinely communicated to all stakeholders.</p>	\$2,179	\$2,180

## Analysis: Goal 2

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

The goal was not successfully implemented. ADA decreased by 1% (93% to 92%). Note: 2018-19 ADA is not yet certified and this is just an estimate.

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

The actions and services were partially effective in remedying some cases of chronic absenteeism with certain families, but improvement on communicating expectations and follow-through of Independent (Parent-Led Off-Site) Study is needed.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Actions 1-5: There was a dollar or less difference between budgeted and estimated actual expenditures for all actions.

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.

Though the attendance rate did decrease from 93% to 92% and efforts to improve this rate going forward will be made, it is important to note that 92% is still a very decent attendance rate. A red indicator on the CA dashboard indicates that a drop-in rate occurred, but does not necessarily indicate that overall the rate is extremely problematic or lacking.

Some of the loss of ADA came from incomplete parent-led independent study. Additional efforts to communicate due dates and expectations prior to independent studies start will hopefully decrease the number of incomplete or missing parent-led independent study. We also have some families that have chronic absenteeism. Efforts to communicate with those families the need for better attendance for academic achievement and in appropriate cases, truancy issues, did not always result in improved attendance. Finding ways other than the monthly and annual incentives provided to students to work with those families with chronic absenteeism will be an ongoing priority. The actions best served by the above are:

2.1 Clear and frequent communication to parents about student attendance. Beginning of the school year notices will be sent out prior to the beginning of school. Attendance will be discussed in ILP meetings and those families with students with chronic absenteeism will be given support as appropriate. Truancy notices will be sent out and meetings with those families will be held as needed.

2.3 Teachers and staff provided communication about completion requirements of short-term independent study. Completion percentages were communicated to parents after the study packets had been graded.

2.5 Complete attendance records and address truancy issues in a timely manner through phone calls and letters as needed. Meetings to determine the root cause of chronic absenteeism will be held to pinpoint root causes and possible solutions.

# 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

Increase the use of technology in classrooms.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic Services, Priority 2: Implementation of State Standards, Priority 4: Pupil Achievement, Priority 7: Course Access, Priority 8: Pupil Outcomes.

## Annual Measurable Outcomes

Expected

Actual

**Metric/Indicator:**

Priority 1: Basic Services

Increase bandwidth from 5 MB/sec to 25 MB/sec by contracting out for IT support services.

**18-19:**

Increase bandwidth from 5 MB/sec to 25 MB/sec by installing an internet tower through the BIIG grant and contracting out for IT support services.

**Baseline:**

25 MB/sec internet speed.

Priority 1: Basic Services

MET: 1) Tech support provided by PC Pal.

MET: 2) BIIG grant awarded and satellite installation occurred in the summer of 2018 and was ready within the first weeks of school starting in August.

MET and EXCEEDED: 3) Average bandwidth was 100 mbps.

**Metric/Indicator:**

Priority 2: State Standards (Conditions of Learning)

Whole-class web-based instruction.

Priority 2: State Standards (Conditions of Learning)

MET and EXCEEDED: 1) BIIG grant awarded and satellite installation occurred the summer of 2018. Average bandwidth was 100 mbps.

Expected

Actual

<p><b>18-19:</b> Increase bandwidth from 5 MB/sec to 25 MB/sec to allow for whole class web-based instruction.</p> <p><b>Baseline:</b> 25 MB/sec internet speed minimum. Every individual student on their own electronic device working simultaneously on a web-based lesson.</p>	<p>MET: 2) Whole-class web-based instruction. MET: 3) Students could all be online at the same time with no need for staggered use. MET: 4) Some new laptops were purchased and other repaired to make sure there was a tablet or laptop for each student. MET: 5) PC Pal hired as a technology/ repair consultant for computers.</p>
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<p><b>Metric/Indicator:</b> Priority 4A: Pupil Achievement (Pupil Outcomes) Whole-class web-based instruction.</p> <p><b>18-19:</b> An entire classroom is able to work simultaneously on a web-based lesson. Increase bandwidth from 5 MB/sec to 25 MB/sec.</p> <p><b>Baseline:</b> Teachers are able to lead a web-based lesson and have all students on their own computer or tablet working at the same time.</p> <p>Maintain computers and notepads, with tech support or replacement</p>	<p>Priority 4A: Pupil Achievement (Pupil Outcomes) Whole-class web-based instruction.</p> <p>MET and EXCEEDED: 1) BIIG grant awarded and satellite installation occurred the summer of 2018. Average bandwidth was 100 mbps. MET: 2) Whole-class web-based instruction. MET: 3) Students could all be online at the same time with no need for staggered use. MET: 4) Some new laptops were purchased and other repaired to make sure there was a tablet or laptop for each student. MET: 5) PC Pal hired as a technology/ repair consultant for computers.</p>
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<p><b>Metric/Indicator:</b> Priority 4B: Pupil Achievement (Pupil Outcomes) Online CAASPP Testing.</p> <p><b>18-19:</b> Increase bandwidth from 5 MB/sec to 25 MB/se to allow students to do online CAASPP testing.</p> <p><b>Baseline:</b> 25 MB/sec internet speed minimum and all students grades 3-8 complete CAASPP testing online.</p>	<p>Priority 4B: Pupil Achievement (Pupil Outcomes) Online CAASPP Testing.</p> <p>MET: 1) Practice testing was possible due to sufficient internet speed. MET: 2) Maximum internet speed of 100 mb/sec was fast enough to allow for online CAASPP testing for all subjects (ELA, MATH, and Science) for all grades.</p>
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Expected

Actual

<p><b>Metric/Indicator:</b> Priority 7: Course Access (Conditions of Learning) Whole-class web-based instruction.</p> <p><b>18-19:</b> Increase bandwidth from 5 MB/sec to 25 MB/sec.</p> <p><b>Baseline:</b> 25 MB/sec internet speed. Continue training on SMART Board and implement use with common core.</p>	<p>Priority 7: Course Access (Conditions of Learning) PARTIALLY MET: 1) Teachers were trained in Google Suites. MET: 2) Whole-class instruction possible due to an average internet speed of 100 MB/sec. MET: 3) Web-based math curriculum training on new textbooks provided to teachers.</p>
<p><b>Metric/Indicator:</b> Priority 8: Other Pupil Outcomes (Pupil Outcomes) Online CAASPP Testing</p> <p><b>18-19:</b> Increase bandwidth from 5 MB/sec to 25 MB/sec to allow for online CAASPP testing.</p> <p><b>Baseline:</b> 25 MB/sec internet speed and every student in grades 3-8 completing CAASPP testing online.</p>	<p>Priority 7: Course Access (Conditions of Learning) MET: 1) Maximum internet speed of 100 mb/sec was fast enough to allow for online testing for all CAASPP students in all subjects. MET: 2) Practice testing of CAASPP performed in all grades 3-8 for all subjects.</p>

**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

<p>3.1 Increase bandwidth to 25 MB/sec by applying for the BIIG Grant and contracting for outside IT support services.</p>	<p><b>MET</b></p> <p>3.1 BIIG grant awarded and satellite tower installed just before the start of the school year.</p> <p>3.1.1 Average bandwidth 100 MB/sec.</p> <p>3.1.2 PC Pal contracted to provide as-needed support for computer repair and replacement only.</p>	<p>\$2,500</p>	<p>\$0</p>
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**Action 2**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>3.2 Outside contractor provided as-needed support for computer and tablet repair and maintenance. New laptops and tablets purchased as needed.</p>	<p><b>MET</b></p> <p>3.2 Tech Support: Outside contractor provided as-needed support for computer and tablet repair and replacement.</p> <p>3.2.1 Several new laptops purchased.</p>	<p>\$2,500</p>	<p>\$200</p>

**Action 3**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>3.3 Continue training on SMART Board and implement use with common core.</p>	<p><b>PARTIALLY MET</b></p> <p>3.3. Google Suites training provided by Focus Central.</p> <p>3.3.1 Teachers and teacher aides participated in new math curriculum training.</p> <p>3.3.2 SMART boards utilized in each classroom for instruction across curriculums.</p>	<p>\$3,050</p>	<p>\$1,931</p>

## Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.4 Whole class web-based lessons with students working independently and simultaneously on a lesson.	<p><b>MET</b></p> <p>3.4 Use of web-based technology utilized for whole-classroom instruction.</p> <p>3.4.1 Teachers utilized non-web-based programs for 20-30 minutes daily</p> <p>3.4.2 There was an electronic device (computer, tablet) available for each student.</p>	\$100	\$99

## Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.5 Every student in grades 3-8 will complete CAASPP testing online.	<p><b>MET</b></p> <p>3.5. All students in grades 3-8 completed online CAASPP testing.</p>	\$100	\$18

## Analysis: Goal 3

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

This goal was mostly achieved due to the installation of the satellite tower in the summer prior to school paid through the BIIG grant award. New laptops were purchased and others repaired as needed to ensure a 1:1 ratio of student to electronic device for all grades. Teachers received training in web-based math curriculum and Google Suites. Teachers also completed ELA curriculum training and utilized Mystery Science, an online science program, in grades 2-5. Technology was taught or in use in classrooms 20-30 minutes per day depending on grade level, and web-based learning was possible as a whole-classroom lesson.

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

The proper actions to realize our goal of increased technology in classrooms were chosen; however, the process and technical requirements to increase bandwidth were a larger job than was originally anticipated. We applied for and were awarded the BIIG grant that brings internet service to rural schools. However, our mountainous and treed rural setting made placement of an internet tower difficult and delayed its placement until the summer of 2018. Fiber optic cables that connected the classrooms grades 2-8 and the office were installed in Dec/Jan 2018/19 which connected building/classrooms directly to the satellite tower for an even faster and more reliable internet speed. Whole classroom web-based instruction was possible and web-based technology learning of keyboarding skills and math and reading applications were used. Smartboards were utilized in whole class instruction. Teachers completed training for Google Suites and math and ELA curriculum. Mystery Science, an online science teaching curriculum was purchased for grades 2-5. Online CAASPP testing was possible for all subjects for all students in grades 3-8.

Technical support was provided by a local computer consultant and laptops and tablets were maintained and repaired and replaced as needed. Teachers utilized the SMART board in their daily lessons and students were able to do web-based lessons and technology including utilizing math and reading apps that were downloaded onto their tablets and computers as well as complete research for class projects.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 1: Increase bandwidth to 25 MB/sec. There was \$2500 budgeted, but no monies were spent as all work and equipment was covered by the BIIG grant.

Action 2: Outside contractor provide as-needed support for computer and tablet repair and maintenance. \$2500 was budgeted, but only \$200 was expended to maintain and repair equipment.

Action 3: Continue training on SMART Bard and implement use with common core. \$3550 was budgeted and only \$1931 was expended. Training concentrated instead on google classrooms and curriculum, which was in part covered by the next textbook adoption.

Action 4: Whole-class web-based lessons with students working independently and simultaneously on a lesson. \$100 was budgeted and \$99 was spent on Mystery Science, an online science NGSS lesson program.

Action 5: Every student in grades 3-8 will complete testing online. \$100 was budgeted and \$18 was spent to pay for headphones to accommodate text to speech for students with IEP's that had this accommodation requested.

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.

As stated in Goal 3, Peak to Peak Mountain Charter is committed to increase the use of technology in their classroom. To this end, finding ways to obtain and maintain consistent and reliable technology service is a top priority. Going forward, the school plans to contract with an outside consultant to assist with the development of a technology plan that will incorporate maintenance of school computers and tablets and internet equipment. The school will also work closely with the county to maintain the internet tower and fiber optic cable installation. Peak to Peak will also apply for e-rate to pay for the more expensive monthly internet cost and expected equipment maintenance.

## Stakeholder Engagement

LCAP Year: 2018-19

### 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?

Monthly school board, SAC, and teacher meetings were held to discuss portions of the LCAP throughout the year. Some of the key areas addressed this year were chronic absenteeism, independent study procedures and communication, ways to increase enrollment, technology improvement and BIIG grant facilitation, and curriculum development, especially in the areas of math and ELA. These regular meetings with the local stakeholders helped inform the actions throughout the year and hone the realization of each goal. In May 2019, teachers, staff, parents, and students completed anonymous surveys regarding how Peak to Peak was performing in several key areas of academics, facility, and communication. These surveys were collected and analyzed the week of May 13, 2019. Specific

LCAP meetings the school board, parents, teachers and staff and other local stakeholders occurred May 9, May 22 and May 29th. A Special Board Meeting-Public Hearing for LCAP review and development was held May 24 and June 12, 2019.

## Impact on LCAP and Annual Update

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

LCAP goals were honed with the priorities and areas for improvement indicated in the anonymous surveys as well as the in-person meetings with local stakeholders including school board, SAC, and teacher meetings.

Based on a review of progress toward 2018-19 goals, discussions and feedback were provided to adjust goals for 2019-20. This included a discussion regarding the California Dashboard data and its incorporation into the LCAP. The staff, students, parents, and the Board were involved in the annual update reviewing the goals and actions for the 2019-2020 LCAP. During the fall and winter, the administrator provided updates through infographics, teacher and staff meetings, Student Advisory Committee meetings, parent meetings, newsletters and monthly administrator reports.

Goal one: It was agreed that although mathematics has improved, it made sense to continue to work on improvement in math until 80 percent of the students were meeting or exceeding grade level standards.

Goal Two: According to the CA dashboard, attendance for 2017-18 was 93% and 92% for 2018-19, a respectable rate. But it was a decrease from the 97% the year before and the only red color item. Since Peak to Peak is a small school (approximately 75 students), attendance is an extremely important factor in maintain a healthy budget. For these reasons, it was deemed to be necessary to continue it as an improvement goal. Enrollment increases are also needed to maintain the school budget and to even out class sizes and is going to be incorporated in this goal going forward.

Goal Three: Technology is part of the common core curriculum as an embedded skill in cross curricular learning and as a stand-alone subject. Curriculum in core subjects is also becoming more web-based. In order for Peak to Peak students to not only appropriately learn technology, but also access key learning resources, sufficient bandwidth is required. State testing has moved to an all-online model, so having the internet to support students taking the test is also necessary.

Due to the rural nature of the school, obtaining a local source for sufficient bandwidth proved impossible and the BIIG grant was applied for and awarded to our school. Working with the BIIG grant staff at the county level, we were able to realize placement of the tower the summer of 2018 and then also were able to negotiate further support of fiber optic cable connectivity to each classroom (except the Hummingbirds) and the office to the internet tower. The added benefit of the fiber optic cable installation was folded into our BIIG grant award at no cost to the school. The monthly cost of the internet was covered through the 2018-19 school year and into the 2019-2020 school year. E-rate was applied for, but ultimately not utilized as this monthly internet and equipment cost was covered by the grant. Moving forward, applying for e-rate will be added to this goal to ensure a reasonable cost for the monthly internet.

# 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

Meet students' individualized needs to increase student achievement in mathematics.

### State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1-Basic Services, Priority 2: Implementation of State Standards, Priority 4-Pupil Achievement, Priority 7-Course Access, Priority 8-Pupil Outcomes

### Identified Need:

Though CAASPP mathematic scores improved over the prior year, 52.63% of students were below level 3 (Standard Met) in mathematics. Though there were gains in "Concepts and Procedures and Communicating Reasoning," students still struggle in "Problem Solving and Modeling and Data Analysis."

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
State Priority #1: Maintain small class size.	2016-17 Baseline: State Priority #1:	State Priority #1: Maintain class size of 24	State Priority #1: Maintain class size of 24	State Priority #1:

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Class size is 24 in grades K-5 and 26 in 6-8 <sup>th</sup> .	in K-5 and 26 in 6-8 <sup>th</sup> grades.	in K-5 and 26 in 6-8 <sup>th</sup> grades.	Maintain class size of 24 in K-5 and 26 in 6-8 <sup>th</sup> grades.
State Priority #1B: Each classroom K-8 have 1 Instructional Aide	2016-17 Baseline: State Priority #1B 4 Classroom Aides	State Priority #1B Add 0.5 hours of time for each paraprofessional to support classroom instruction.	State Priority #1B Add 0.5 hours of time for each paraprofessional to support classroom instruction.	State Priority #1B Add 0.5 hours of time for each paraprofessional to support classroom instruction.
State Priority 2, 7, and 8: Assessments and Benchmarks completed at the local level and reviewed triennially at ILP meeting (Individual Learning Plan)	State Priority 2, 7, and 8: Reading/Math RTI STAR ILP's Triennially	State Priority 2, 7, and 8: Provide 2 training days for teachers to compare data and track trends in learning and 3 coordinated meeting days with parents and students to review test results and inform/adjust instruction.	State Priority 2, 7, and 8: Provide 2 training days for teachers to compare data and track trends in learning and 3 coordinated meeting days with parents and students to review test results and inform/adjust instruction.	State Priority 2, 7, and 8: Provide 2 training days for teachers to compare data and track trends in learning and 3 coordinated meeting days with parents and students to review test results and inform/adjust instruction.
State Priority 4: Teachers and Paraprofessionals trained in Common Core Math Standards	State Priority 4: Paraprofessionals attend 2 training days. 2 Teachers and complete training.	State Priority 4: Teachers will participate in 2 training days. Paraprofessionals will receive 2 training days. The special education teacher will work closely with general education teachers on Math RTI strategies.	State Priority 4: Teachers will participate in 2 training days. Paraprofessionals will receive 2 training days. The special education teacher will work closely with general education teachers on Math RTI strategies.	State Priority 4: Teachers will participate in 2 training days. Paraprofessionals will receive 2 training days. The special education teacher will work closely with general education teachers on Math RTI strategies.

# Planned Actions / Services

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

## Action 1

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

**Students to be Served:**

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

**Location(s):**

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

**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, and/or Low Income

LEA-wide

Peak to Peak Mountain Charter

**Actions/Services**

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

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

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

Unchanged

Unchanged

Unchanged

**2017-18 Actions/Services**

1.1 Hire and maintain a qualified teaching staff for four classrooms.

**2018-19 Actions/Services**

1.1 Hire and maintain a qualified teaching staff for four classrooms.

**2019-20 Actions/Services**

1.1 Hire and maintain a qualified teaching staff for four classrooms.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$5,300	\$5,204	\$18,173
Source	General Fund	General Fund	Fund 62
Budget Reference	Certificated Salaries (\$5,300)	Certificated Salaries (\$5,204)	Certificated Salaries (\$18,173)

**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):

**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, and/or 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)

Peak to Peak Mountain Charter

**Actions/Services**

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

Unchanged

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

Unchanged

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

Unchanged

**2017-18 Actions/Services**

1.2 Hire and maintain four paraprofessionals to support students and instruction in each classroom.

**2018-19 Actions/Services**

1.2 Hire and maintain four paraprofessionals to support students and instruction in each classroom.

**2019-20****Actions/Services**

1.2 Hire and maintain four paraprofessionals to support students and instruction in each classroom.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$7,711	\$5,444	\$4,174
Source	General Fund	General Fund	Fund 62
Budget Reference	Classified Salaries (\$7711)	Classified Salaries (\$5,444)	Classified Salaries (\$4,174)

### 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):

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, and/or Low Income**

LEA-wide

Peak to Peak Mountain Charter

### Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

1.3 Accountability Contract signed by parent/guardian

2018-19 Actions/Services

1.3 Accountability Contract signed by parent/guardian

2019-2020 Actions/Services

1.3 Accountability Contract signed by parent/guardian.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,300	\$5,204	\$18,173
Source	General Fund	General Fund	Fund 62
Budget Reference	Certificated Salaries (\$5,300)	Certificated Salaries (\$5,204)	Certificated Salaries (\$18,173)

## 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):

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, and/or Low Income

LEA-wide

Peak to Peak Mountain Charter

## Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

1.4 School Compact signed annually by Parent, Student and Teacher.

2018-19 Actions/Services

1.4 School Compact signed annually by Parent, Student and Teacher.

2019-2020 Actions/Service

1.4 School Compact signed annually by Parent, Student and Teacher.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$5,300	\$5,204	\$18,173
Source	General Fund	General Fund	Fund 62
Budget Reference	Certificated Salaries (\$5,300)	Certificated Salaries (\$5,204)	Certificated Salaries (\$18,173)

**Action 5**

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

**Students to be Served:**

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

**Location(s):**

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

**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, and/or 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)

Peak to Peak Mountain Charter

**Actions/Services**

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

Unchanged

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

Unchanged

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

Unchanged

**2017-18 Actions/Services**

1.5 Conduct ILP's (Individualized Learning Plans) triennially with parents.

**2018-19 Actions/Services**

1.5 Conduct ILP's (Individualized Learning Plans) triennially with parents.

**2019-20 Actions/Services**

1.5 Conduct ILP's (Individualized Learning Plans) triennially with parents.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$5,300	\$5,204	\$18,173
Source	General Fund	General Fund	Fund 62
Budget Reference	Certificated Salaries (\$5,300)	Certificated Salaries (\$5,204)	Certificated Salaries (\$18,173)

**Action 6**

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

**Students to be Served:**

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

**Location(s):**

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

**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, and/or Low Income

LEA-wide

Peak to Peak Mountain Charter

**Actions/Services**

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

Unchanged

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

Unchanged

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

Modified

**2017-18 Actions/Services**

1.6 Teachers trained on administering the CAASPP online.

**2018-19 Actions/Services**

1.6 Teachers trained on administering the CAASPP online.

**2019-20 Actions/Services**

1.6 Teacher training on administering the CAASPP online, utilizing CAASPP resources, and developing test practice protocol.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$5,300	\$5,204	\$8,048
Source	General Fund	General Fund	Fund 62
Budget Reference	Certificated Salaries (\$5,300)	Certificated Salaries (\$5,204)	Certificated Salaries (\$8,048)

**Action 7**

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

**Students to be Served:**

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

**Location(s):**

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

**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)

**Actions/Services**

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

Unchanged

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

Unchanged

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

Unchanged

**2017-18 Actions/Services**

1.7 Use local benchmark testing and multiple measures to assess student progress.

**2018-19 Actions/Services**

1.7 Use local benchmark testing and multiple measures to assess student progress.

**2019-20 Actions/Services**

1.7 Use local benchmark testing and multiple measures to assess student progress.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$5,300	\$5,204	\$18,173
Source	General Fund	General Fund	Fund 62
Budget Reference	Certificated Salaries (\$5,300)	Certificated Salaries (\$5,204)	Certificated Salaries (\$18,173)

**Action 8**

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

**Students to be Served:**

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

**Location(s):**

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

**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, and/or Low Income

LEA-wide

Peak to Peak Mountain Charter

**Actions/Services**

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

Unchanged

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

Modified

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

Unchanged

**2017-18 Actions/Services**

1.8 Teachers and Paraprofessionals trained in administering Reader and Accelerated Math diagnostic testing.

**2018-19 Actions/Services**

1.8 Teachers and Paraprofessionals trained in administering Reading Simplified, Barton, and Accelerated Math diagnostic testing.

**2019-20 Actions/Services**

1.8 Teachers and Paraprofessionals trained in administering Reading Simplified, Barton, and Accelerated Math diagnostic testing.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$5,300	\$10,747	\$8,048
Source	General Fund	General Fund	Fund 62
Budget Reference	Certificated Salaries (\$5,300)	Certificated Salaries (\$5,303) Classified Salaries (\$5,444)	Certificated and Classified Salaries (\$8,048)

**Action 9**

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

**Students to be Served:**

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

**Location(s):**

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

**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)

## Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

### 2017-18 Actions/Services

1.9 Continued Common Core training and implementation.

### 2018-19 Actions/Services

1.9 Continued Common Core training and implementation.

### 2019-20 Actions/Services

1.9 Continued Common Core training and implementation.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,300	\$10,747	\$8,048
Source	General Fund	General Fund	Fund 62
Budget Reference	Certificated Salaries (\$5,300)	Certificated Salaries (\$5,303) Classified Salaries (\$5,444)	Certificated and Classified Salaries (\$8,048)

**Action 10**

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

**Students to be Served:**

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

**Location(s):**

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

**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, and/or Low Income

LEA-wide

Peak to Peak Mountain Charter

**Actions/Services**

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

Unchanged

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

Unchanged

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

Modified

**2017-18 Actions/Services**

1.10 Three eight-week tutoring sessions offered yearly (once weekly)

**2018-19 Actions/Services**

1.10 Three eight-week tutoring sessions offered yearly (once weekly)

**2019-20 Actions/Services**

1.10 Three eight-week tutoring sessions offered yearly (once weekly)

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$5,300	\$10,747	\$0
Source	General Fund	General Fund	Non LCAP Funds
Budget Reference	Certificated Salaries (\$5,300)	Certificated Salaries (\$5,303) Classified Salaries (\$5,444)	Community volunteers and donations

# 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

To increase Peak to Peak Mountain Charter School's Average Daily Attendance rate to 95% or higher.

### State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1-Basic Services, Priority 3: Parental Involvement, Priority 5- Pupil Engagement, Priority 6- School Climate

### Identified Need:

Provide improved communication and follow-up to parents of chronically absent students, hold parents and students accountable for completing parent-led off-site independent study work, and provide the best learning possible through continuity, safe environment, and increased funding.

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
State Priority #1A: Basic Services Average Daily Attendance Rate – CBEDS to P-2	State Priority #1A: Basic Services 95% ADA	State Priority #1A: Basic Services ADA 93%	State Priority #1A: Basic Services ADA 92%	State Priority #1A: Basic Services ADA 94%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
State Priority 1B: Basic Services Provide a safe school site through increased knowledge of school rules and school safety practices	State Priority 1B; Provide a safe school site through increased knowledge of school rules and school safety practices	State Priority 1B: Provide a safe school site through increased knowledge of school rules and school safety practices	State Priority 1B: Provide a safe school site through increased knowledge of school rules and school safety practices	State Priority 1B: Provide a safe school site through increased knowledge of school rules and school safety practices
Priority 3A: Parent Involvement Average Daily Attendance Rate – CBEDS to P-2	Priority 3A: Parent Involvement Attendance rate at or above 94%.	Priority 3A: Parent Involvement 93% ADA	Priority 3A: Parent Involvement 92% ADA	Priority 3A: Parent Involvement 94%ADA
Priority 3B: Parent Involvement Clear and frequent communication to parents about student attendance, beginning of school year notices, ILP meetings, truancy notices and other meetings.	Priority 3B: Parent Involvement Clear and frequent communication to parents about student attendance, beginning of school year notices, triennial ILP meetings, truancy notices and other meetings.	Priority 3B: Parent Involvement Clear and frequent communication to parents about student attendance, beginning of school year notices, triennial ILP meetings, truancy notices and other meetings.	Priority 3B: Parent Involvement Clear and frequent communication to parents about student attendance, beginning of school year notices, triennial ILP meetings, truancy notices and other meetings.	Priority 3B: Parent Involvement Clear and frequent communication to parents about student attendance, beginning of school year notices, triennial ILP meetings, truancy notices and other meetings.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>Priority 3C: Parent Involvement</p> <p>Short-term Independent Study</p> <p>Parent-taught independent study provided to families for planned absences of three days or greater with at least a week's notice.</p> <p>Percent completed as graded by teacher indicates amount of ADA awarded.</p>	<p>Priority 3C: Parent Involvement</p> <p>Short-term Independent Study:</p> <p>Parent-taught independent study provided to families for planned absences of three days or greater with at least a week's notice.</p>	<p>Priority 3C: Parent Involvement</p> <p>Short-term Independent Study:</p> <p>Parent-taught independent study provided to families for planned absences of three days or greater with at least a week's notice.</p>	<p>Priority 3C: Parent Involvement</p> <p>Short-term Independent Study:</p> <p>Parent-taught independent study provided to families for planned absences of three days or greater with at least a week's notice.</p>	<p>Priority 3C: Parent Involvement</p> <p>Short-term Independent Study:</p> <p>Parent-taught independent study provided to families for planned absences of three days or greater with at least a week's notice.</p>
<p>Priority 5A: Student Engagement</p> <p>Short-term independent study contract provided for planned absences lasting three or more days with at least a one-week</p>	<p>Priority 5A: Student Engagement</p> <p>Short-term independent study contract provided for planned absences lasting three or more days with at least a one-week advance notice and with teacher approval and requiring</p>	<p>Priority 5A: Student Engagement</p> <p>Short-term independent study contract provided for planned absences lasting three or more days with at least a one-week advance notice and with teacher approval and requiring</p>	<p>Priority 5A: Student Engagement</p> <p>Short-term independent study contract provided for planned absences lasting three or more days with at least a one-week advance notice and with teacher approval and requiring</p>	<p>Priority 5A: Student Engagement</p> <p>Short-term independent study contract provided for planned absences lasting three or more days with at least a one-week advance notice and with teacher approval and requiring parent and student signatures.</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>advance notice and with teacher approval and requiring parent and student signatures.</p> <p>Percent completed as graded by teacher indicates amount of ADA awarded.</p>	<p>parent and student signatures.</p>	<p>parent and student signatures.</p>	<p>parent and student signatures.</p>	
<p>Priority 5B: Student Engagement</p> <p>Short-term independent study contract provided for planned absences lasting three or more days with at least a one-week advance notice and with teacher approval and requiring parent and student signatures.</p> <p>Percent completed as graded by teacher</p>	<p>Priority 5B: Student Engagement</p> <p>Short-term independent study contract provided for planned absences lasting three or more days with at least a one-week advance notice and with teacher approval and requiring parent and student signatures.</p>	<p>Priority 5B: Student Engagement</p> <p>Short-term independent study contract provided for planned absences lasting three or more days with at least a one-week advance notice and with teacher approval and requiring parent and student signatures.</p>	<p>Priority 5B: Student Engagement</p> <p>Short-term independent study contract provided for planned absences lasting three or more days with at least a one-week advance notice and with teacher approval and requiring parent and student signatures.</p>	<p>Priority 5B: Student Engagement</p> <p>Short-term independent study contract provided for planned absences lasting three or more days with at least a one-week advance notice and with teacher approval and requiring parent and student signatures.</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
indicates amount of ADA awarded.				
Priority 5C: Student Engagement Provide monthly and annual student attendance incentives.	Priority 5C: Student Engagement Provide monthly and annual student attendance incentives.	Priority 5C: Student Engagement Provide monthly and annual student attendance incentives.	Priority 5C: Student Engagement Provide monthly and annual student attendance incentives.	Priority 5C: Student Engagement Provide monthly and annual student attendance incentives.
Priority 6A: School Climate Attendance Rate at or above 94%, Average Daily Attendance Rate – CBEDS to P-2	Priority 6A: School Climate Attendance rate at or above 94%.	Priority 6A: School Climate 93% ADA	Priority 6A: School Climate 92% ADA	Priority 6A: School Climate 94%ADA
Priority 6B: School Climate Clear and frequent communication to parents about student attendance, beginning of school year notices, ILP meetings, truancy	Priority 6B: School Climate Clear and frequent communication to parents about student attendance (as needed), beginning of school year notices, triennial ILP meetings, truancy notices and other meetings as needed.	Priority 6B: School Climate Clear and frequent communication to parents about student attendance (as needed), beginning of school year notices, triennial ILP meetings, truancy notices and other meetings as needed.	Priority 6B: School Climate Clear and frequent communication to parents about student attendance (as needed), beginning of school year notices, triennial ILP meetings, truancy notices and other meetings as needed.	Priority 6B: School Climate Clear and frequent communication to parents about student attendance (as needed), beginning of school year notices, triennial ILP meetings, truancy notices and other meetings as needed.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
notices and other meetings. Truancy notices provided as needed with follow-up phone calls and/or meetings. Triennial ILP meetings. Monthly newsletter				

## Planned Actions / Services

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

### Action 1

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

**Students to be Served:**

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

**Location(s):**

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

**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, and/or 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)

Peak to Peak Mountain Charter

**Actions/Services**

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

Unchanged

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

Unchanged

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

Unchanged

**2017-18 Actions/Services**

2.1 Clear and frequent communication to parents about student attendance. Beginning of school year notices sent out prior to school. Attendance discussed in ILP meetings. Truancy notices sent out and meetings held as needed.

**2018-19 Actions/Services**

2.1 Clear and frequent communication to parents about student attendance. Beginning of school year notices sent out prior to school. Attendance discussed in ILP meetings. Truancy notices sent out and meetings held as needed.

**2019-20 Actions/Services**

2.1 Clear and frequent communication to parents about student attendance. Beginning of school year notices sent out prior to school. Attendance discussed in ILP meetings. Truancy notices sent out and meetings held as needed.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$7,050	\$8,178	\$6,722
Source	General Fund	General Fund	Fund 62

Year	2017-18	2018-19	2019-20
Budget Reference	\$5,400 Attendance and disciplinary documentation and reporting. Office Clerk 1 ½ hour daily. \$1,650.00 Lead Teacher	Attendance and disciplinary documentation and report. Office Clerk (\$2,605) Certificated Salaries IS (\$3,773) Lead Teacher (\$1,800)	RS 0000 (1.5 hours per day/Obj 2400 Salary/Benefits), RS 0000, Lead Teacher Stipend, RS 0000 Certificated Salaries training and support (\$6,722)

## 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):

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)

## Actions/Services

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

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

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

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

2.2 Provide a safe school site through increased knowledge of school rules and school safety practices

2.2 Provide a safe school site through increased knowledge of school rules and school safety practices

2.2 Provide a safe school site through increased knowledge of school rules and school safety practices

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$7,050	\$8,178	\$6,722
Source	General Fund	General Fund	Fund 62
Budget Reference	\$5,400 Attendance and disciplinary documentation and reporting. Office Clerk 1 ½ hour daily. \$1,650.00 Lead Teacher	Attendance and disciplinary documentation and report. Office Clerk (\$2605) Certificated Salaries IS (\$3773) Lead Teacher (\$1800)	RS 0000 (1.5 hours per day/Obj 2400 Salary/Benefits), RS 0000, Lead Teacher Stipend, RS 0000 Certificated Salaries training and support (\$6,722)

### 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):

**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, and/or Low Income

LEA-wide

Peak to Peak Mountain Charter

**Actions/Services**

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

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

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

Unchanged

Unchanged

Unchanged

**2017-18 Actions/Services**

2.3 Parent-taught independent study provided to families for planned absences of three days or greater with at least a week's notice.

**2018-19 Actions/Services**

2.3 Parent-taught independent study provided to families for planned absences of three days or greater with at least a week's notice.

**2019-20 Actions/Services**

2.3 Parent-taught independent study provided to families for planned absences of three days or greater with at least a week's notice.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$7,050	\$8,178	\$6,722
Source	General Fund	General Fund	Fund 62
Budget Reference	\$5,400 Attendance and disciplinary documentation and reporting. Office Clerk 1 ½ hour daily. \$1,650.00 Lead Teacher	Attendance and disciplinary documentation and report. Office Clerk (\$2605) Certificated Salaries IS (\$3773) Lead Teacher (\$1800)	RS 0000 (1.5 hours per day/Obj 2400 Salary/Benefits), RS 0000, Lead Teacher Stipend, RS 0000 Certificated Salaries training and support (\$6,722)

## 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):

**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)

**Actions/Services**

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

2.4 Provide incentives for good attendance.

2018-19 Actions/Services

2.4 Provide incentives for good attendance.

2019-20 Actions/Services

2.4 Provide incentives for good attendance.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$7,050	\$8,178	\$6,722
Source	General Fund	General Fund	Fund 62
Budget Reference	\$5,400 Attendance and disciplinary documentation and reporting. Office Clerk 1 ½ hour daily. \$1,650.00 Lead Teacher	Attendance and disciplinary documentation and report. Office Clerk (\$2605) Certificated Salaries IS (\$3773) Lead Teacher (\$1800)	RS 0000 (1.5 hours per day/Obj 2400 Salary/Benefits), RS 0000, Lead Teacher Stipend, RS 0000 Certificated Salaries training and support (\$6,722)

### Action 5

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

**Students to be Served:**

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

**Location(s):**

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

**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, and/or Low Income

LEA-wide

Peak to Peak Mountain Charter

**Actions/Services**

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

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

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

Unchanged

Unchanged

Unchanged

**2017-18 Actions/Services**

2.5 Complete attendance records and address truancy issues in a timely manner.

**2018-19 Actions/Services**

2.5 Complete attendance records and address truancy issues in a timely manner.

**2019-20 Actions/Services**

2.5 Complete attendance records and address truancy issues in a timely manner.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$7,050	\$8,178	\$6,722
Source	General Fund	General Fund	Fund 62
Budget Reference	\$5,400 Attendance and disciplinary documentation and reporting. Office Clerk 1 ½ hour daily. \$1,650.00 Lead Teacher	Attendance and disciplinary documentation and report. Office Clerk (\$2605) Certificated Salaries IS (\$3773) Lead Teacher (\$1800)	RS 0000 (1.5 hours per day/Obj 2400 Salary/Benefits), RS 0000, Lead Teacher Stipend, RS 0000 Certificated Salaries training and support (\$6,722)

# Goals, Actions, & Services: Goal 3

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

Increased use of technology in classrooms

### State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1-Basic Services, Priority 2: Implementation of State Standards, Priority 5- Pupil Engagement, Priority 6-School Climate, Priority 7: Course Access, Priority 8: Pupil Outcomes

### Identified Need:

Staff training on technology-based programs, curriculum and systems is needed with increased bandwidth availability. Training should include CAASPP training.

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 1: Basic Services Increase bandwidth to at	5 MB per second	Increase bandwidth to 25 MB per second.	Increase bandwidth to 100 MB per second	Maintain 100 MB bandwidth.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>least 25 MB per second.</p> <p>Bandwidth for internet connection.</p>				
<p>Priority 2: State Standards (Conditions of Learning)</p> <p>Whole-class web-based instruction</p> <p>Every individual student on their own electronic device working simultaneously on a web-based lesson.</p>	<p>Priority 2: State Standards (Conditions of Learning)</p> <p>Whole-class web-based instruction possible with very individual student on their own electronic device working simultaneously on a web-based lesson.</p>	<p>Priority 2: State Standards (Conditions of Learning)</p> <p>Whole-class web-based instruction possible with very individual student on their own electronic device working simultaneously on a web-based lesson.</p>	<p>Priority 2: State Standards (Conditions of Learning)</p> <p>Whole-class web-based instruction possible with very individual student on their own electronic device working simultaneously on a web-based lesson.</p>	<p>Priority 2: State Standards (Conditions of Learning)</p> <p>Whole-class web-based instruction possible with very individual student on their own electronic device working simultaneously on a web-based lesson.</p>
<p>Priority 4A: Pupil Achievement (Pupil Outcomes)</p> <p>30 minutes per day for grades 4-8 and 20 minutes for grades TK-3 of whole classroom use of internet in classroom instruction,</p>	<p>Priority 4A: Pupil Achievement (Pupil Outcomes)</p> <p>30 minutes per day for grades 4-8 and 20 minutes for grades TK-3 of whole classroom use of internet in classroom instruction</p> <p>Simultaneous whole classroom use of internet.</p>	<p>Priority 4A: Pupil Achievement (Pupil Outcomes)</p> <p>30 minutes per day for grades 4-8 and 20 minutes for grades TK-3 of staggered classroom use of internet, with 4 to 5 students using the internet at a time. Daily use of technology.</p>	<p>Priority 4A: Pupil Achievement (Pupil Outcomes)</p> <p>30 minutes per day for grades 4-8 and 20 minutes for grades TK-3 of simultaneous whole classroom use of internet. Daily use of technology.</p>	<p>Priority 4A: Pupil Achievement (Pupil Outcomes)</p> <p>30 minutes per day for grades 4-8 and 20 minutes for grades TK-3 of simultaneous whole classroom use of internet. Daily use of technology.</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Simultaneous whole classroom use of internet.				
<p>Priority 4B: Pupil Achievement (Pupil Outcomes)            Online CAASPP Testing            A minimum bandwidth of 25 MB/sec to allow all students grades 3-8 complete CAASPP testing online.</p>	<p>Priority 4B: Pupil Achievement (Pupil Outcomes)            Online CAASPP Testing            Whole Class Testing simultaneously and multiple grades testing on the same day.</p>	<p>Priority 4B: Pupil Achievement (Pupil Outcomes)            Online CAASPP Testing            Students grades 5 and 8 complete state testing online for science, but must use paper tests for ELA and math.</p>	<p>Priority 4B: Pupil Achievement (Pupil Outcomes)            Online CAASPP Testing            All students grades 3-8 complete state testing online for all tests.</p>	<p>Priority 4B: Pupil Achievement (Pupil Outcomes)            Online CAASPP Testing            Online CAASPP Testing for all grades for all tests for all students.</p>
<p>Priority 7: Course Access            Whole-class web-based instruction.            Simultaneous whole classroom use of internet.</p>	<p>Priority 7: Course Access            Whole-class web-based instruction.            Simultaneous whole classroom use of internet.</p>	<p>Priority 7: Course Access            Whole-class web-based instruction.            1) Lessons with non-simultaneous whole-classroom use of internet with staggered classroom use of internet, with 4 to 5 students using the internet at a time.            2) Daily use of technology.</p>	<p>Priority 7: Course Access            Whole-class web-based instruction.            1) Lessons utilizing simultaneous whole classroom use of internet.            2) Daily use of technology.</p>	<p>Priority 7: Course Access            Whole-class web-based instruction.            1) Lessons utilizing simultaneous whole classroom use of internet.            2) Daily use of technology.</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>Priority 8: Pupil Outcomes. A minimum bandwidth of 25 MB/sec to allow all students grades 3-8 complete CAASPP testing online.</p>	<p>Priority 8: Pupil Outcomes. Online CAASPP Testing Whole Class Testing simultaneously and multiple grades testing on the same day.</p>	<p>Priority 4B: Pupil Outcomes Online CAASPP Testing Students grades 5 and 8 complete state testing online for science, but must use paper tests for ELA and math.</p>	<p>Priority 4B: Pupil Outcomes Online CAASPP Testing All students grades 3-8 complete state testing online for all tests.</p>	<p>Priority 4B: Pupil Outcomes Online CAASPP Testing Online CAASPP Testing for all grades for all tests for all students.</p>

**Action 1**

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

**Students to be Served:**

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

**Location(s):**

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



**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, and/or 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)

Peak to Peak Mountain Charter

**Actions/Services**

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

Unchanged

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

Modified

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

Modified

**2017-18 Actions/Services**

3.1 Increase bandwidth to 25 MB/sec by applying for the BIIG Grant and contracting for outside IT support services.

**2018-19 Actions/Services**

3.1 Bandwidth increased to 100MB/sec following installation of the internet tower. Fiber optic cables utilized to connect each classroom to the internet tower.

**2019-20 Actions/Services**

3.1 Outside contractor hired to maintain internet and computer equipment. Apply for E-rate to help pay for monthly internet costs and equipment.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$3,000	\$5,000	\$6,000
Source	General Fund	General Fund	Fund 62
Budget Reference	\$3,000 Internet	Internet, Tech Support/Replacement (\$5,000)	Services and Other Operating Expense \$6,000

## 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):

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, and/or Low Income

LEA-wide

Peak to Peak Mountain Charter

### Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

**2017-18 Actions/Services**

3.2 Outside contractor provided as-needed support for computer and tablet repair and maintenance. New laptops and tablets purchased as needed.

**2018-19 Actions/Services**

3.2 Outside contractor provided as-needed support for computer and tablet repair and maintenance. New laptops and tablets purchased as needed.

**2019-20 Actions/Services**

3.2 Outside contractor provided as-needed support for computer repair and maintenance. New laptops and tablets purchased as needed.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$2,145	\$5,000	\$6,000
Source	General Fund	General Fund	Fund 62
Budget Reference	Tech Support/Replacement (\$2,145)	Internet, Tech Support/Replacement (\$5,000)	Services and Other Operating Expense \$6,000

**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):

**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, and/or 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)

Peak to Peak Mountain Charter

**Actions/Services**

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

Unchanged

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

Modified

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

Modified

**2017-18 Actions/Services**

3.3 Technology training: Continue training on SMART Board and implement use with common core.

**2018-19 Actions/Services**

3.3 Technology Training: Google Suites training provided by Focus Central. Teachers and teacher aides participated in new math curriculum training. SMART boards utilized in each classroom for instruction across curriculums.

**2019-20 Actions/Services**

3.3 Technology Training: CAASPP Training in Practice Test Administration best practices and resource utilization. Continued training in Google Classroom.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$2,949	\$3,250	\$5,000
Source	General Fund	General Fund	Fund 62
Budget Reference	\$2,438 Certificated Training \$511 Classified Training	Certificated Training (\$2,500) Classified Training (\$750)	Certificated and Classified Salaries \$5,000

**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):

**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)

**Actions/Services**

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

Unchanged

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

Modified

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

Unchanged

2017-18 Actions/Services

3.4 Use of web-based technology was limited to four to five students at a time. Teachers utilized non-web-based programs for 20-30 minutes daily

2018-19 Actions/Services

3.4 Whole class internet use possible allowing for web-based lessons and students working independently and simultaneously on research and other projects online.

2019-20 Actions/Services

3.4 Whole class internet use possible allowing for web-based lessons and students working independently and simultaneously on research and other projects online.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$2,145	\$5,000	\$6,000
Source	General Fund	General Fund	Fund 62
Budget Reference	\$2,145 Tech Support/Replacement	Internet, Tech Support/Replacement (\$5,000)	Communications (Object 5900) \$6,000

**Action 5**

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

**Students to be Served:**

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

**Location(s):**

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

**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, and/or Low Income

LEA-wide

Peak to Peak Mountain Charter

**Actions/Services**

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

Unchanged

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

Modified

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

Unchanged

**2017-18 Actions/Services**3.5 Online CAASPP testing was limited to Science for 5<sup>th</sup> and 8<sup>th</sup> grades in shifts of 4-6 students at a time.

ELA and Math CAASPP testing was done with paper testing.

**2018-19 Actions/Services**

3.5 Every student in grades 3-8 completed CAASPP testing online.

**2019-20 Actions/Services**

3.5 Every student in grades 3-8 will complete CAASPP testing online.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$3,000	\$5,000	\$6,000
Source	General Fund	General Fund	Fund 62
Budget Reference	\$3,000 Internet	Internet, Tech Support/Replacement (\$5,000)	Communications (Object 5900) \$6,000

## Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019–20**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$28,430

5.41 %

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

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

\$28,430, an increase of 5.41 percent will be utilized to facilitate improvements in math and attendance and maintenance of internet and computer maintenance, repair, and replacement. The actions and services described in this LCAP (10 for goal one, 5 each for goals 2 and 3) are principally directed toward meeting Peak to Peak Mountain Charter School's goals for its unduplicated students. The services outlined in this document are the most effective use of these funds based on stakeholder engagement and a review of California Dashboard data. Because Peak to Peak had only one state indicator identified as an area of need, no alternatives were considered. The following actions and services are planned for 2019-20:

Peak to Peak will continue teacher and paraprofessional training and RTI services for students in grades 2-5 in the areas of reading and mathematics. Barton will also be utilized for reading remediation, especially for extremely low performing students and students with an identified learning disability of dyslexia. The reading/math instruction will be combined to help students in the areas of math word problem solving. Identified students with an extreme need not being supported by an IEP plan and RSP minutes will also be given at least one hour of tutoring/remediation per week beyond regular classroom instruction.

Continued work to improve attendance rates will be realized with a greater communication of expectations of short-term independent study, truancy notices, school-wide programs to combat chronic absenteeism with targeted students and their families, and continued communication of attendance importance through the school compact agreement and triennial ILP meetings.

Technology improvement will be supported through the maintenance of our high-speed internet equipment, whole-classroom web-based instruction, increased practice CAASPP testing, use of CAASPP resources throughout the year and all students in grades 3-8 will complete CAASPP testing online. Peak to Peak will apply for e-rate in order to support equipment maintenance and replacement as well as pay for the monthly internet costs. A technology plan will be developed to ensure equipment coverage and technology advancement.

Costs by Goal/Actions:

Goal 1: Meet students' individualized needs to increase student achievement in mathematics

1.1, 1.3-1.5, 1.7      \$18,173 Certificated Salaries

1.2                      \$4,174 Classified Salaries

1.6, 1.8-1.10         \$8,048 Certificated and Classified Salaries

Goal 2: To Increase Peak to Peak Mountain Charter School's Average Daily Attendance rate to 94%

2.1-2.5                \$6,722    RS 0000 (1.5 hours per day/Obj 2400 Salary/Benefits, RS 0000, Lead Teacher Stipend, RS 000  
Certificated Salaries training and support (\$6,722)

Goal 3: To increase the use of technology in classrooms.

3.1-3.2            \$6,000        Services and Other Expenses  
3.3                \$5,000        Certificated and Classified Salaries  
3.4-3.5            \$6,000        Communication (Object 5900)

LCAP Year: **2018–19**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$30,771

5.73%

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).

Compared to the services provided to all pupils, the \$29,211 amount represents a 6.01% increase. The 21 actions and services described in the 2018-19 LCAP were principally directed toward meeting Peak to Peak Mountain Charter School's goals for its unduplicated students. The services outlined in this document are the most effective use of these funds based on stakeholder engagement and a review of California Dashboard data.

Because Peak to Peak had one state indicator identified as an area of need and local needs to address attendance, safety and technology. The following actions and services are planned for 2018-19:

1. Create learning environments that support positive behavior.
2. Provide professional development, instructional support in math.
3. Partner with local law enforcement to implement better safety procedures.

Additional Instructional technology to support student achievement and access to technology Teacher and paraprofessional training and RTI services were provided for grades 2-5 in the areas of reading and mathematics. The administrator, resource specialist teacher, and two general education teacher completed mathematical professional development. The RSP teacher, 2 general education teachers and an aide also trained in the Reading Simplified Program. Barton was also utilized for reading remediation. The reading/math instruction was combined to help students in the areas of math word problem solving. These students were given at least one hour of tutoring/remediation per week beyond regular classroom instruction in these areas.

The attendance rate for 2018-19 decreased from 93% to 92%. This was also the only red indicator item in the CA dashboard for Peak to Peak. While 92% is not an abysmal rate, it is a slight decrease for the prior year's attendance rate of 93% and a big difference from the 2016-17-year rate of 97%. Efforts were made to improve attendance. Student families with chronic absenteeism were targeted for letters, calls, and meetings specially to communicate truancy and the effects of attendance rate on academic achievement. Parent-led short-term independent study issues also contributed. Better communication of expectations prior to granting the independent study may help improve outcomes and increase the amount of attendance awarded.

The internet satellite tower was installed in the summer of 2018 allowing fast internet to be utilized campus-wide in all classrooms and the office. The initial internet speed was measured at 100 MB/sec, greatly exceeding the expectation of 25 MB/sec. The installation of the internet tower and equipment was paid for by the BIIG grant. Fiber optic cables to connect the office and all classrooms but the TK-1 classroom was installed and also paid for out of the BIIG grant. The monthly internet costs were also provided for by the BIIG grant. Equipment maintenance and repair not covered by the grant, but paid with some LCFF monies included new laptops and repair and maintenance of laptops and tablets. Web-based curriculum was also purchased allowing whole-class web-based instruction. All students in grades 3-8 were able to complete CAASPP testing online.

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$ 37,491

6.98%

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

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

Compared to the services provided to all pupils, the \$37,285 amount represents a 6.92% increase over the prior year. The actions and services described in this LCAP (10 for goal one, 5 each for goals 2 and 3) are principally directed toward meeting Peak to Peak Mountain Charter School's goals for its unduplicated students. The services outlined in this document are the most effective use of these funds based on stakeholder engagement and a review of California Dashboard data. Because Peak to Peak had only one state indicator identified as an area of need, no alternatives were considered. The following actions and services are planned for 2018-19:

- 1) Increased programs and accountability to promote attendance rates.
- 2) Provide professional development, instructional support in math.
- 3) Increase parental involvement and engagement.
- 4) Increase student achievement.
- 5) Increased internet speed to allow whole-class web-based instruction.
- 6) Sufficient number of electronic devices so that each student can be engaged in technology at any given time.



# 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](mailto: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 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;
- C. The percentage of English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California (ELPAC);
- D. The English learner reclassification rate;
- E. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- F. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

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

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

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

- A. Pupil suspension rates;

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

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

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

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

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

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

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

**Local Priorities** address:

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

# APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

(1) The number of 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?

*Appendix: CA Dashboard Data for 2017-18 and 2018-19*

*LCAP Expenditure summary?*