

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

[LCFF Evaluation Rubrics](#): 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
North County Trade Tech High School	Phil Lutgen, Principal	plutgen@northcountytradetech.org 760-598-0782

2017-20 Plan Summary

The Story

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

Trade Tech actively enlists the community – inside and outside the walls of the school – to provide a safe, positive and caring educational environment that facilitates the growth and development of students who are self-motivated, competent and lifelong learners. This includes partnerships with community colleges, other institutes of higher learning, Rotaries, Chambers of Commerce, local industry, local trades businesses, and community-based organizations, all of which are fundamental to our success and the continuing strength of our contributions to the local workforce.

We are a hands-on, CTE focused school. While we serve all students that enroll as a charter high school, being an alternative high school allows us to reach out in unique ways and help students that have traditionally struggled in school.

Rigorous core academics equip students with the knowledge to ensure they graduate college ready. Last year marked our first graduate that was a-g prepared entirely with classes taken at Trade Tech. What distinguishes Trade Tech is the opportunity for students to immediately apply their knowledge and develop critical thinking, problem solving, and conceptual understanding in a practical, real-world context. This is accomplished through a unique combination of STEM-based Education, with access to a-g coursework for ALL core academics, as well as advanced construction, manufacturing and computer science courses. We provide meaningful and relevant project-based learning, Career Technical Education, with a focus on:

Building and Construction Industry

Manufacturing and Product Development

Engineering Design

Computer Science

Pre-Apprenticeships and Internships at Industry Partners

Opportunities for Dual-Enrollment with Community Colleges

These learning experiences equip students with the skills and attitude essential for success in life, college and the workplace. It gives them a distinct competitive edge as they pursue high-demand, high-wage jobs in the local economy.

Daily Advisories using Personal Learning Plans (PLPs) and Leveled Assessment Testing serve as roadmaps to ensure each student's success. They inform the support and educational services needed to tap their full potential and achieve their personal and academic goals. Trade Tech provides expanded learning opportunities for students identified as at-risk or academically low-achieving, especially those who have not been successful in traditional classrooms.

Recognizing that "passion is the greatest motivator," Trade Tech is designed to align with what youth are seeking. They are looking for:

Work that is of value

Concentrated skills training that gives them access to well-paying employment

A means to continue their education and development

Personal and peer support to overcome difficulties

A set of positive values strong enough to compete successfully with the culture of the streets and give meaning to life

A Clear vision of who they can become

LCAP Highlights

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

The biggest feature for this LCAP period is that our high school will be moving to a larger facility to better serve our students and create a more sustainable program. The cost to move and increase our services will be reflected in our budget items.

For the coming year, the new facility will allow us to reorganize some programs, review our procedures and engage students and parents in new ways to prepare them for their future. In addition to the obvious space, it will add to our ability to work with all students and have better capabilities to increase student achievement.

We will completely reorganize our advisory program to better prepare students for career paths. We will strengthen our college preparation for students if they are on a career path that identifies a need for any form of higher education, as most do. We are revisiting our CTE pathways to make certain that students receive the training and support needed.

With the addition of an Academic Dean and additional support staff, we will be able to review our processes and better serve our students' needs. We will also have the ability to create better tracking and data to find ways to meet the needs of more students.

Engaging students and parents in new ways will bring forward more active participation in our school. Last year, we nearly doubled our field trips and for next year, we will begin meeting with parents more regularly.

Review of Performance

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

Greatest Progress

We are an alternative high school, DASS, and do not receive traditional dashboard information.

Our greatest progress we made this year was in our attendance. We have seen an increase of over a half percent from last year. It was made by increasing our communication with parents, keeping the students informed and continuing the conversation of the importance of “showing up” in school and work. This is quite often the reason that students fall behind. While we have a ways to go, our gain to 94.15% attendance rate is a great achievement.

We plan to keep up the communication with parents and training to students about attendance and improve from there.

We also plan to springboard with the communication into creating a more involved parent group. We will start a bi-monthly parent meeting to increase our impact with students.

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

Greatest Needs

In spite of our growths and efforts this year, math still is the most difficult for our students. With our “Average” 9th grader enrolling at about the 6th grade level according to NWEA placement testing, we have a long ways to go. That, of course, means that half of the freshman are lower than 6th grade. We have created specific bridge course to help fill in the gaps before students enroll in Algebra 1 or Integrated Math 1, but more work needs to be done to gain the basic skills necessary to be successful in class and after high school. Additionally, next year, we will begin to work with our CTE programs to increase the instruction and use of intentional math in their courses.

Our second area of highest need is to better prepare students with information about a-g completion and post-secondary education preparation. For 2018-19, we are creating new materials and developing strategies to bring awareness of the needs of the modern workforce in terms of further training and education, certifications and degrees.

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

Performance Gaps

While our students at enrollment are typically below grade level (average 9th grader in math enters at the 5th or 6th grade average and at the 6th or 7th grade average in reading and English), math is typically worse and shows less growth than English. We continue to address the needs of our students by trying to increase the “basic” math skills reviewed in all classes, especially the CTE courses.

We have already implemented a bridge course for helping students gain skills to be successful. For next year, we will work to create more connections between our elective courses, CTE courses and non-core offerings to bring more math into the real world for the students.

In an effort to increase our math effectiveness, our math instructors have attended workshops that addressed engaging all learners. We will use that information to rework our courses to better meet the needs of our students.

With the NWEA MAP testing, we will implement strategies for all advisors/teachers to work with students to identify their weaknesses and offer support to increase their abilities.

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

Increased or Improved services

Our priority for next year to increase services for our low-income, EL and FY students is by creating stronger access to information and guidance during Advisory. With the open access to all courses, we need to work with students closer to understand their options and how it can affect a lifetime career. Our program is being reorganized to work with our designated populations more effectively and providing support that they, and others, may lack.

Budget Summary

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

DESCRIPTION

AMOUNT

Total General Fund Budget Expenditures For LCAP Year

\$ 2,387,885

DESCRIPTION**AMOUNT**

Total Funds Budgeted for Planned Actions/Services to Meet
The Goals in the LCAP for LCAP Year

\$ 2,387,885

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

All GF Expenditures are accounted for in the LCAP.

DESCRIPTION**AMOUNT**

Total Projected LCFF Revenues for LCAP Year

\$ 1,509,795

Annual Update

LCAP Year Reviewed: 2017-18

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

We want our students to achieve higher proficiency using course materials that are representative of our focus on career and college readiness.

State and/or Local Priorities addressed by this goal:

State Priorities: 1,2,3,4,7,8

Annual Measureable Outcomes

Expected

Actual

The percentage of students scoring proficient or above on state assessments will increase by a multiplier of 1.1 (10% increase) from the prior year.

Results for state testing will be posted this summer

CAST was in a new version of piloting.

Data will test 12th graders for 2017-18, in past, 10th grade was tested.

MAP results are a leveled assessment. Overall, on average students will increase by an average of 1.25 years in Math and 1.1 years in ELA and Reading.

Overall the school showed growth in median scores for all three areas tested: Math, Reading and English/Language Arts. All grades and subjects showed more than 2 years of growth, except for 11th grade math (0 growth) and 11th grade reading (1.4 years growth).

Actions / Services

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

Action 1

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Instructional Materials, supplementary materials and curriculum materials will be reviewed and acquired for Core subject areas and CTE courses to better align courses with state standards and needs of all students, expressly including materials designed for Homeless, Low Income, EL and Foster Youth. The focus for 2017-18 will be ELA and CTE/Elective offerings.</p>	<p>Textbook replacements and curriculum materials and supplies were purchased and provided for all students.</p>	<p>6000</p>	<p>9300</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Professional Development training time and opportunities for all core and CTE and vocational staff will be implemented to create a more diverse and engaging schoolwide academic environment. Advisory content and program development will be a key element for staff development time.</p>	<p>Staff went to a variety of trainings, inservices and conferences to improve their abilities and learn how to better meet the needs of the diverse learners here at Trade Tech.</p> <p>Time was dedicated to improve Advisory and Schoolwide Initiatives.</p> <p>Competencies and PBIS was worked on throughout the year.</p>	<p>26,000</p>	<p>24500</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Instructional Materials, supplementary materials and curriculum materials will be reviewed and acquired for Core subject areas and CTE courses to better align courses with state standards and needs of all students, expressly including materials designed for Homeless, Low Income, EL and Foster Youth. The focus for 2017-18 will be ELA and CTE/Elective offerings.</p>	<p>Textbook replacements and curriculum materials and supplies were purchased and provided for all students.</p>	<p>4,000</p>	<p>4000</p>

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Library materials will be updated and made available for student use and check out.</p>	<p>Library materials for check out were purchased throughout the year.</p>	<p>1,000</p>	<p>2100</p>

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Library materials will be updated and made available for student use and check out.</p>	<p>Library materials for check out were purchased throughout the year.</p>	<p>500</p>	<p>500</p>

Analysis

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

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

Increasing proficiency through relevant application is critical to our school. Keeping our instructional materials and supplies replenished in appropriate quantities and available to all students is important. Our focus on hands-on CTE and careers allows us to reach students in unique manners appropriate to their future workplace norms, but requires us to maintain a large amount of supplies and tooling. Staff attending Professional Development and Conferences is vital to their being aware of current trends and issues for educational plans. Staff is encouraged to attend conferences, professional development and conduct peer observations. This has grown the instructional capacity of our school tremendously.

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

This year, our staff did well in addressing the concerns of our students. As demonstrated on our initial MAP median scores, all groups and subgroups increased more than a grade level, except for overall 11th grade math students. Their progress initially is showing to be flat. We will assess data to determine if this is the case and move forward to address the concerns from there.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Overall, we spent about the anticipated amount. We slightly overspent on instructional materials and supplies and slightly underspent on staff development.

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.

We made no changes to the goal or any aspects of it.

Annual Update

LCAP Year Reviewed: 2017-18

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

Our students need to be given more opportunities to be college and career ready through additional course work, activities and related field trips.

State and/or Local Priorities addressed by this goal:

State Priorities: 2,3,4,6,7,8

Annual Measureable Outcomes

Expected	Actual
Staff will be provided time to develop coursework with the rigor of the a-g requirements. 80% of all courses will be a-g approved.	Over 80% of courses taught earned a-g approval. Several 9 th grade courses will not be applied for and a couple bridge classes will not be applied for.
Parent, community and advisory committee meetings will be help to identify and implement high need, high wage career pathways. Curriculum and competency development committees will help determine staffing, facility upgrades and materials to purchase.	2 Parent meetings, 2 Advisory and community meetings, as well as one open house, were held this year to solicit input and direction for our programs.
CTE staff will work with the advisory committee and local partners to develop new opportunities for students to earn internships and job shadowing. Schoolwide advisory council will be formed in 2017-18 to include all CTE programs.	Advisory council was created and met to gain guidance for all programmic concerns in the CTE pathways.

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
80% of all courses will be a-g approved.	83% of all courses taught were a-g approved	3000	2000

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
A minimum of 2 parent and community meetings will be held. A minimum of 1 schoolwide advisory council and 2 subgroup meetings will be held. The curriculum and competency development team will present in the meeting and seek advice. Capital expenditures will be discussed at the meetings.	2 Parent meetings, 2 Advisory and community meetings, as well as one open house, were held this year to solicit input and direction for our programs.	1500	0

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Time will be scheduled for two CTE staff member to have regular access to local industry with the specific purpose of creating opportunities for our students. These opportunities will be either at a workplace or at school or another appropriate site.	Two CTE teachers were given an additional prep period and sub days as needed to meet with industry to create more opportunities for our students.	19600	21,388

Analysis

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

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

All appropriate courses for a-g approval were submitted this year and were approved. Over 80% of our courses taught are a-g. The ones that are not, are clearly identified for students and parents. Our meetings with various stakeholders were overall well attended, with the exception of our last parent meeting. The meetings brought valuable insight to the operations of our school and direction for our programs and pathways. Our community partners helped identify and arrange field trips and study trips to local destinations, events and job sites.

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

This year, we nearly doubled the number of opportunities for learning away from campus. With over 20 curriculum related trips, our students were exposed to many different experiences to help guide them into a career field. With our a-g pathways growing, we have our first student attending a 4-year university from Trade Tech this year. In the past, we had students accepted, but this will be our first to go straight to a 4-year. We have also seen an increase in participation from outside industry. Our scholarship fund has increased about 25% over last year due to industry sponsors with a desire to help students with needs.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Overall, we were fairly close in overall expenditures in this category. We spent more on the staff reaching out to industry, but less on the a-g submittal process.

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

No changes were made.

Annual Update

LCAP Year Reviewed: 2017-18

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

Our students will attend school more often and improve behavior.

State and/or Local Priorities addressed by this goal:

State Priorities: 3,5,6,7

Annual Measureable Outcomes

Expected	Actual
The school calendar will include 180 student days.	The school year is 180 days long
Staff will work to achieve a minimum of 94% attendance rate.	Attendance rate was 94.15% this year.
For 2017-18, 15% of students will be All Stars and 60% will maintain Honor Level 1 status.	13% were All-Stars and 65% were on Honor Level 1.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The school calendar will include 180 student days.	The school year is 180 days long	20,870	26,300

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Staff will work to achieve a minimum of 94% attendance rate. Parents will receive regular attendance updates and more frequent notices of tardies and absences.	Regular attendance updates by phone, email, mail and text were sent to alert parents of attendance issues. Mailing costs were significant. A clerk was assigned for 2 to 3 hours daily to monitor and take care of attendance issues. Attendance rose by over 0.5% this year.	1400	6400

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For 2017-18, 15% of students will be All Stars and 60% will maintain Honor Level 1 status.	13% were All-Stars and 65% were on Honor Level 1. Students were rewarded for being on honor level 1 on a regular basis. More students worked to maintain honor level 1 status. A clerk spent 1 hour daily working on Honor Level related tasks.	9100	3700

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The school calendar will include 180 student days.	The school year is 180 days long	5000	5000

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Staff will work to achieve a minimum of	Regular attendance updates by phone,	600	600

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
94% attendance rate. Parents will receive regular attendance updates and more frequent notices of tardies and absences.	email, mail and text were sent to alert parents of attendance issues. Mailing costs were significant. A clerk was assigned for 2 to 3 hours daily to monitor and take care of attendance issues. Attendance rose by over 0.5% this year.		

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For 2017-18, 15% of students will be All Stars and 60% will maintain Honor Level 1 status.	13% were All-Stars and 65% were on Honor Level 1. Students were rewarded for being on honor level 1 on a regular basis. More students worked to maintain honor level 1 status. A clerk spent 1 hour daily working on Honor Level related tasks.	500	500

Analysis

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

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

The calendar increase to 180 days has been maintained and allows for more instructional time. This year, through Advisory reminders, staff relationships, parent reminders and additional contact by email, text and mail. Honor level system was successful in rewarding students for appropriate behaviors and calls out exceptional students for administration (All Star and Honor Level 4 students).

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

Attendance increased this year. Our percentage of All Stars increased, but missed our target by 2%, however our Honor Level 1 students significantly maintained above last year and our expectations.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Staffing costs were higher this year than anticipated, causing an increase in the cost of our 180 day calendar. Also, more staff time was required to maintain attendance than anticipated.

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

No changes made to the goal.

Annual Update

LCAP Year Reviewed: 2017-18

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

Goal 4

Our students will be prepared for college & career and graduate from high school.

State and/or Local Priorities addressed by this goal:

State Priorities: 1,2,3,4,5

Annual Measureable Outcomes

Expected

Actual

Competency planning for CTE and elective instructors. Collaborative Common Core planning for core instructors.

Staff was given dedicated time to collaborate by core or elective focus group orientation. Staff developed competencies and humanities/common core projects based upon time allotted.

10% of Sophomore class will take the PSAT. Parents will receive education about the MAP testing 3 times annually with their student's scores. Student and parent resources will be purchased or developed to help students and parents learn more about post high school college and career options.

8 10th grade students took the PSAT this year. That is around 21% of the class. Materials were developed to assist parents and students at each grade level to better plan for their future.

90% of courses deficient will be made up by students.

Approximately 92% of courses deficient were made up in Credit Recovery. We changed our focus to not have 10th grade students work in credit recovery due to the stressful nature of 10th grade coursework.

Actions / Services

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

Action 1

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Staff will work with interest groups to refine certificate programs. CTE courses will work on competencies to align Common Core standards with the CTE standards for all courses. Competency planning for CTE and elective instructors. Collaborative Common Core planning for core instructors.	Competency development has been slower than anticipated, but they are being developed. The first project by core staff, Social Media, was a success.	9500	7000

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
10% of Sophomore class will take the PSAT. 100% of 9 th grade parents will receive education about the MAP testing and their student's results.	8 10 th grade students took the PSAT. All 9 th , 10 th and 11 th grade parents were mailed the results of their child's MAP testing. Results were discussed at Parent/Teacher/Student conferences and as requested by parents.	1400	1200

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Staff, technology and material resources will be allocated to assist 10 th , 11 th and 12 th grade students to pass core courses during credit recovery. 90% of courses deficient will be made up by students.	Staff was scheduled in 3 credit recovery courses and 4 success skills courses to assist students with credit recovery. Technology (chromebooks and software) was purchased to help students.	29152	30857

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
10% of Sophomore class will take the PSAT. 100% of 9 th grade parents will receive education about the MAP testing and their student's results.	8 10 th grade students took the PSAT. All 9 th , 10 th and 11 th grade parents were mailed the results of their child's MAP testing. Results were discussed at Parent/Teacher/Student conferences and as requested by parents.	200	200

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Staff, technology and material resources will be allocated to assist 10 th , 11 th and 12 th grade students to pass core courses during credit recovery. 90% of courses deficient will be made up by students.	Staff was scheduled in 3 credit recovery courses and 4 success skills courses to assist students with credit recovery. Technology (chromebooks and software) was purchased to help students.	21041	21041

Analysis

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

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

Competency development and core planning were very effective this year, however, less progress was made than anticipated. We were hoping to have the industry competencies done and begin next year with math and reading competencies. In terms of PSAT preparation, we more than doubled from last year and doubled our anticipated number taking the PSAT. In addition, we had several 11th graders take the PSAT for the first time this year as well. While that was not a goal, it shows the movement towards preparation and college readiness. Over 90% of courses were made up this year. As a result, we saw an increase in all seniors graduating; 100%

will graduate this year. None will return for a 5th year. We will have one 5th year senior move to a transitional program for additional support.

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

Overall, the goals were met and the actions and services were appropriate. The competencies that took longer were more a function of staffing changes than time allotment. However, we will allot more time for the 2018-19 school year to complete competencies and work on Core Academic development.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There really was not a significant different in expenditures. Staffing cost were shifted from professional development to cover the additional costs of credit recovery.

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.

We will spend an additional year developing competencies and allotting additional time to the development process.

Annual Update

LCAP Year Reviewed: 2017-18

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 5

Our learning materials, teacher assignment and retention and facilities will promote achievement and academic growth.

State and/or Local Priorities addressed by this goal:

State Priorities: 1,2,3,4,7,8

Annual Measureable Outcomes

Expected

Actual

100% of teaching staff will be credentialed. Induction costs will be covered by the school.

All teachers are credentialed. PE Teacher is working on clearing credential and CLAD work. She is in 1st year induction. 1 Resource teacher just finished her second year of induction. 3 CTE teachers are working through induction

Every student will have access to all course materials. Adequate facilities will be provided. All facilities will be maintained appropriately.

Appropriate course materials and technology was purchased and provided so that all students had full access to necessary curriculum. All facilities are maintained and serviced by staff on site.

Staff will receive a 2% raise in both salary and benefits.

Staff received a 2% overall increase.

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
100% of teaching staff will be credentialed. Induction costs will be covered by the school.	All teachers are credentialed. PE Teacher is working on clearing credential and CLAD work. She is in 1 st year induction. 1 Resource teacher just finished her second year of induction. 3 CTE teachers are working through induction. Induction is provided by a trained staff member at Trade Tech.	9500	43,800

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Every student will have access to all course materials. Adequate facilities will be provided. All facilities will be maintained appropriately.	Appropriate course materials and technology was purchased and provided so that all students had full access to necessary curriculum. Facilities necessary for CTE and core instruction are all leased. All facilities are maintained and serviced by staff on site.	708000	884,000

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Staff will receive a 2% raise in both salary and benefits.	Staff received an overall 3% increase.	28,000	36,600

Analysis

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

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

We hired only staff that are credentialed in California or eligible for CTE credentialing. We offer induction training and mentoring on site. On the facility and equipment side, it is difficult to keep up with our large campus for a small number of students, but CTE programs in Construction, Engineering and Manufacturing require large spaces and equipment. Staff retention is critical for success of any school, program or business. The increase in salary helps maintain the staff.

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

Given our overall increases in MAP scores, attendance and professional certifications (MC3, OSHA and NIMS) the programs are showing the successes of our students academically and ready for industry.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We ran into many more costs than anticipated for our CTE programs. Part of that was due to grant funding allowing for increased spending on the programs. We also had some unanticipated maintenance costs with roofing being the most costly. Staff received a larger compensation increase

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

No changes were made to this goal.

Annual Update

LCAP Year Reviewed: 2017-18

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

Goal 6

Our students will graduate with a sense of confidence in developing relationships with employers and elders. Included in this is the ability to converse with adults and have meaningful interactions.

State and/or Local Priorities addressed by this goal:

State Priorities: 3,4,6,7,8

Annual Measureable Outcomes

Expected

Actual

The baseline 20:1 will be maintained. This ratio requires an additional 60% staffing.

Staffing was increased 47% over 32:1 ratio to provide an average class size of 17.

Our 5 year graduation rate will remain above 97.5%. Credit recovery will be utilized to assist students in graduating.

This year, we had 4 -5th year seniors complete all requirements and 1 will be transferring to a transitional learning center for additional support for the workplace. 100% of our 4 year students are expected to graduate this year.

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

The baseline of 20:1 will be maintained. This ratio requires an additional 60% staffing.

With 170 students and 15.5 teachers, we have an 11:1 ratio. This allows our classes to be maintained at a smaller ratio, allowing

868,800

1068,000

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

for more personalized attention.

Action 2

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

Our 5 year graduation rate will remain above 97.5%. Credit recovery and counseling will be utilized to assist students in graduating.

This year, we had 4 -5th year seniors complete all requirements and 1 will be transferring to a transitional learning center for additional support for the workplace. 100% of our 4 year students are expected to graduate this year.

30,000

30,000

Action 3

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

The baseline of 20:1 will be maintained. This ratio requires an additional 60% staffing.

With 170 students and 15.5 teachers, we have an 11:1 ratio. This allows our classes to be maintained at a smaller ratio, allowing for more personalized attention.

89,200

89,200

Analysis

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

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

Our hiring is more to maintain a master schedule that offers opportunities to students than a conservative approach to staffing. In order to maintain staff, we may not need a staff member to be full time, but to maintain their position, they need to be hired full time. This created some scheduling issues as well, but ensures our ratio stays low. As we grow, our staff utilization will improve significantly and average class size will increase, but we will maintain average class sizes of 20 or less.

This year, our graduation rate will be 100% for our 4-year students and 4 of the 5 -5th year seniors will graduate. The fifth is moving into a transitional learning program to help with his special needs.

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

Overall, the program is working and we are seeing our graduation rate increase as we increase the services for our students. The low student to teacher ratio means that staff can work with students that are struggling or have struggled.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The total staffing was adjusted to include all school personnel that interact with the students, including Special Education, Administration and Classified. The actual cost of the CSR came in significantly less than anticipated. This was a result of reduced staffing needs in some other course offerings.

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

No changes were made to this goal.

Stakeholder Engagement

LCAP Year: **2017-18**

Involvement Process for LCAP and Annual Update

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

The Parent and Community Meetings for LCAP were held on September 7, 2017 and April 18, 2018.

At Back to School Night and During Parent/Teacher conferences, parents were given materials to review and provide comments if they elected to do so. We have a participation rate of over 50% for the two events. Back to School and Parent Conferences were held on August 30th and October 3rd and 4th, respectively.

At our advisory committees, we discuss our budgeting procedures and the goals for the school. Input is solicited from the members on the committee. Advisory meetings were held on September 22nd and January 11th.

The staff is involved in updating goals, targets and metrics for the LCAP. In addition to our monthly staff meetings, we spend time at our inservice day on January 12th to review and develop plans.

The board is updated on our LCAP progress at every board meeting. The goals are reviewed and specific progress and markers are presented and discussed.

The board approved this LCAP on June 26, 2018

Impact on LCAP and Annual Update

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

There were no identified changes to make to our LCAP goals. We will update the metrics and targets based upon our achievements this year.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 1

We want our students to achieve higher proficiency using course materials that are representative of our focus on career and college readiness.

State and/or Local Priorities addressed by this goal:

State Priorities: [1,2,3,4,7,8]

Identified Need:

Students need to learn using relevant and engaging materials. Teachers need to employ engaging and proven strategies to empower students to learn.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1A. Increase in CAASPP proficiency by 10% through PD and updated materials for common core	The percentage of students scoring proficient or above on state assessments in English-Language Arts and Mathematics will be	The percentage of students scoring proficient or above on state assessments will increase by a multiplier of 1.1 (10% increase) from	The percentage of students scoring proficient or above on state assessments will increase by a multiplier of 1.1 (10% increase) from	The percentage of students scoring proficient or above on state assessments will increase by a multiplier of 1.1 (10% increase) from the prior

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
instruction.	prior year proficiency levels.	the prior year.	the prior year.	year.
1B. NWEA MAP Leveled Assessments (Tested in Fall, Winter and Spring) will show 1.25 years in growth in Math and 1.1 years growth in Reading and ELA. Through PD, instructional time and materials.	Reading, Math and ELA NWEA MAP results from Summer/Fall each year will serve as the baseline for individual and group achievement.	MAP results are a leveled assessment. Overall, on average students will increase by an average of 1.25 years in Math and 1.1 years in ELA and Reading.	MAP results are a leveled assessment. Overall, students will increase by an average of 1.25 years in Math and 1.1 years in ELA and Reading.	MAP results are a leveled assessment. Overall, students will increase by an average of 1.25 years in Math and 1.1 years in ELA and Reading.

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, Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

All Schools

Actions/Services

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

Unmodified

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

Unmodified

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

Unmodified

2017-18 Actions/Services

Instructional Materials, supplementary materials and curriculum materials will be reviewed and acquired for Core subject areas and CTE courses to better align courses with state standards and needs of all students, expressly including materials designed for Homeless, Low Income, EL and Foster Youth. The focus for 2017-18 will be ELA and CTE/Elective offerings.

2018-19 Actions/Services

The focus for 2018-19 will be Science and certain elective programs.

2019-20 Actions/Services

The focus for 2019-20 will be Math and certain elective programs.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	6000	9000	10000

Year	2017-18	2018-19	2019-20
Source	LCFF, CPA	LCFF, CPA	LCFF, CPA
Budget Reference	Books and Supplies(4000), Services(5000), Prof Services(5000)	Books and Supplies(4000), Services(5000), Prof Services(5000)	Books and Supplies(4000), Services(5000), Prof Services(5000)

Action 2

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners, Foster Youth, Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

All Schools

Actions/Services

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

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

2018-19 Actions/Services

2019-20 Actions/Services

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Professional Development training time and opportunities for all core and CTE and vocational staff will be implemented to create a more diverse and engaging schoolwide academic environment. Advisory content and program development will be a key element for staff development time.

The PD focus will be on finishing the collaboration and cross-curricular development for CTE/elective and core academics as well as advisory improvements.

The PD focus will be on content area curriculum and enhancing access to technology in all courses.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	26,000	26,000	26,000
Source	LCFF, CPA	LCFF, CPA	LCFF, CPA
Budget Reference	Salary(1000, 2000), Benefits(3000), Books and Supplies(4000), Services(5000), Prof Services(5000)	Salary(1000, 2000), Benefits(3000), Books and Supplies(4000), Services(5000), Prof Services(5000)	Salary(1000, 2000), Benefits(3000), Books and Supplies(4000), Services(5000), Prof Services(5000)

Action 3

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners, Foster Youth, Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

All Schools

Actions/Services

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

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

Instructional Materials, supplementary materials and curriculum materials will be reviewed and acquired for Core subject areas and CTE courses to better align courses with state standards and needs of all students, expressly including materials designed for Homeless, Low Income, EL and Foster Youth. The focus for 2017-18 will be ELA and CTE/Elective offerings.

2018-19 Actions/Services

The focus for 2018-19 will be Science and elective programs.

2019-20 Actions/Services

a. The focus for 2019-20 will be Math and elective programs.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	4,000	4,000	4,000
Source	S&C	S&C	S&C
Budget Reference	Books and Supplies(4000), Services(5000), Prof Services(5000)	Books and Supplies(4000), Services(5000), Prof Services(5000)	Books and Supplies(4000), Services(5000), Prof Services(5000)

Action 4

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

Students to be Served:

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

All Students with Disabilities

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Library materials will be updated and made available for student use and check out.

2018-19 Actions/Services

Library materials will be updated and made available for student use and check out.

2019-20 Actions/Services

Library materials will be updated and made available for student use and check out.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1,000	1,500	2,000
Source	LCFF	LCFF	LCFF
Budget Reference	Books and Supplies(4000)	Books and Supplies(4000)	Books and Supplies(4000)

Action 5

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

Students to be Served:

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

All Students

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

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

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

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Library materials will be updated and made available for student use and check out.

Library materials will be updated and made available for student use and check out.

Library materials will be updated and made available for student use and check out.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1,000	1,500	2,000
Source	S&C	S&C	S&C
Budget Reference	Books and Supplies(4000)	Books and Supplies(4000)	Books and Supplies(4000)

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 2

Our students need to be given more opportunities to be college and career ready through additional course work, activities and related field trips.

State and/or Local Priorities addressed by this goal:

State Priorities: [2,3,4,6,7,8]

Identified Need:

Students need assistance to prepare for their future, either in career guidance, college and major selection, or both. Many times this involves researching and visiting work sites.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
2A: Academic Rigor will increase as demonstrated by a-g course approvals.	Staff will be provided time to develop coursework with the rigor of the a-g requirements. 75% of all courses taught are currently a-g	For 2017-18 courses not yet approved for a-g will be evaluated for a-g submission. Courses selected will be modified using a balance of Rigor,	For 2018-19 courses not yet approved for a-g will be evaluated for a-g submission. Courses selected will be modified using a balance of Rigor,	For 2019-20 courses not yet approved for a-g will be evaluated for a-g submission. Courses selected will be modified using a balance of Rigor,

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	approved.	Relevance and Relationships to meet or exceed the standards for UCCI submission. 80% of all courses will be a-g approved.	Relevance and Relationships to meet or exceed the standards for UCCI submission. 85% of all courses will be a-g approved.	Relevance and Relationships to meet or exceed the standards for UCCI submission. 85% of all courses will be a-g approved.
2B: Relevance of curriculum and pathways will be discussed with community and parents.	Parent, community and advisory committee meetings will be help to identify and implement high need, high wage career pathways. Curriculum and competency development committees will help determine staffing, facility upgrades and materials to purchase.	A minimum of 2 parent and community meetings will be held. A minimum of 1 schoolwide advisory council and 2 subgroup meetings will be held. The curriculum and competency development team will present in the meeting and seek advice. Capital expenditures will be discussed at the meetings.	2017-18 schedule will be maintained.	2017-18 schedule will be maintained.
Metric C: Relationships with industry will be stress to maintain course relevance in our region.	CTE staff will work with the advisory committee and local partners to develop new opportunities for students to earn internships and job shadowing. Schoolwide advisory council will be formed in 2017-18 to include all CTE programs.	Time will be scheduled for two CTE staff members to have regular access to local industry with the specific purpose of creating opportunities for our students. These opportunities will be either at a workplace or at school or another appropriate site.	2017-18 schedule will be maintained	2017-18 schedule will be maintained

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

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

80% of all courses will be a-g approved.

2018-19 Actions/Services

85% of all courses will be a-g approved.

2019-20 Actions/Services

85% of all courses will be a-g approved.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	3,000	3,000	3,000
Source	LCFF, CPA, CTEIG	LCFF, CPA, CTEIG	LCFF, CPA, CTEIG
Budget Reference	Salary(1000, 2000), Benefits(3000)	Salary(1000, 2000), Benefits(3000)	Salary(1000, 2000), Benefits(3000)

Action 2

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

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

A minimum of 2 parent and community meetings will be held. A minimum of 1 schoolwide advisory council and 2 subgroup meetings will be held. The curriculum and competency development team will present in the meeting and seek advice. Capital expenditures will be discussed at the meetings.

2018-19 Actions/Services

2017-18 schedule will be maintained.

2019-20 Actions/Services

2017-18 schedule will be maintained.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1,500	1,500	1,500
Source	CPA, CTEIG	CPA, CTEIG	CPA, CTEIG
Budget Reference	Books and Supplies(4000), Services(5000), Prof Services(5000)	Books and Supplies(4000), Services(5000), Prof Services(5000)	Books and Supplies(4000), Services(5000), Prof Services(5000)

Action 3

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

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

Time will be scheduled for two CTE staff member to have regular access to local industry with the specific purpose of creating opportunities for our students. These opportunities will be either at a workplace or at school or another appropriate site.

2018-19 Actions/Services

Time will be scheduled for two CTE staff member to have regular access to local industry with the specific purpose of creating opportunities for our students. These opportunities will be either at a workplace or at school or another appropriate site. Students in 80% of the CTE courses will be offered at least one study trip to a relevant workplace each year.

2019-20 Actions/Services

Time will be scheduled for two CTE staff member to have regular access to local industry with the specific purpose of creating opportunities for our students. These opportunities will be either at a workplace or at school or another appropriate site. Students in 80% of the CTE courses will be offered at least one study trip to a relevant workplace each year.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	19,600	22000	25000
Source	LCFF, CPA, CTEIG	LCFF, CPA, CTEIG	LCFF, CPA, CTEIG
Budget	Salary(1000, 2000), Benefits(3000)	Salary(1000, 2000), Benefits(3000)	Salary(1000, 2000), Benefits(3000)

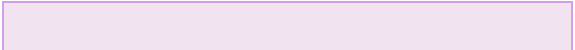
Year

2017-18

2018-19

2019-20

Reference



Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 3

Our students will attend school more often and improve behavior.

State and/or Local Priorities addressed by this goal:

State Priorities: [3,5,6,7]

Identified Need:

School attendance is an issue. More than 50% of our students begin having been a part of a SARB process or have received notifications from prior schools of excessive absences.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
3A. Instructional Days/School Year will be 180 days.	For Charter Schools, a minimum of 175 student days is required.	The school calendar will include 180 student days.	The school calendar will include 180 student days.	The school calendar will include 180 student days.
3B. Student Attendance targets	School will work with parents and community	Staff will work to achieve a minimum of 94%	Staff will work to maintain a minimum of 94%	Staff will work to maintain a minimum of 94% attendance

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
will be maintained at 94%	to address issues to increase student attendance through positive interventions to be developed by staff and parent committees, information to parents and counseling services offered. Attendance has been the greatest barrier in most of our student's school careers. We have managed to get attendance to 93.5% for 2016-17.	attendance rate.	attendance rate.	rate.
3C. Systems will be in place to connect students to positive reinforcement.	Honor level system will continue to be implemented with greater frequency of rewards for positive behavior. Staff and parents will discuss possible behavior modifications to increase acceptable school behaviors and related reward system. For 2016-17, 11% of students were All Stars and 54% maintained Honor Level 1 all year.	For 2017-18, 15% of students will be All Stars and 60% will maintain Honor Level 1 status.	For 2018-19, 18% of students will be All Stars and 60% will maintain Honor Level 1 status.	18-19 Levels will be maintained.

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

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

The school calendar will include 180 student days.

2018-19 Actions/Services

The school calendar will include 180 student days.

2019-20 Actions/Services

The school calendar will include 180 student days.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	20,870	27000	28000
Source	LCFF	LCFF	LCFF
Budget Reference	Salary(1000, 2000), Benefits(3000)	Salary(1000, 2000), Benefits(3000)	Salary(1000, 2000), Benefits(3000)

Action 2

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

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

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

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

Staff will work to achieve a minimum of 94% attendance rate. Parents will receive regular attendance updates and more frequent notices of tardies and absences.

2018-19 Actions/Services

Staff will work to maintain a minimum of 94% attendance rate. Parents will receive regular attendance updates and more frequent notices of tardies and absences.

2019-20 Actions/Services

Staff will work to maintain a minimum of 94% attendance rate. Parents will receive regular attendance updates and more frequent notices of tardies and absences.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1400	6500	6500
Source	LCFF	LCFF	LCFF
Budget Reference	Salary(1000, 2000), Benefits(3000)	Salary(1000, 2000), Benefits(3000)	Salary(1000, 2000), Benefits(3000)

Action 3

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
For 2017-18, 15% of students will be All Stars and 60% will maintain Honor Level 1 status.	For 2018-19, 18% of students will be All Stars and 60% will maintain Honor Level 1 status.	For 2019-20, 18% of students will be All Stars and 60% will maintain Honor Level 1 status.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	9,100	4000	5000
Source	LCFF, CPA	LCFF, CPA	LCFF, CPA
Budget Reference	Salary(1000, 2000), Benefits(3000), Books and Supplies(4000), Services(5000)	Salary(1000, 2000), Benefits(3000), Books and Supplies(4000), Services(5000)	Salary(1000, 2000), Benefits(3000), Books and Supplies(4000), Services(5000)

Action 4

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

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

The school calendar will include 180 student days.

2018-19 Actions/Services

The school calendar will include 180 student days.

2019-20 Actions/Services

The school calendar will include 180 student days.

Budgeted Expenditures

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

Year	2017-18	2018-19	2019-20
Amount	5000	7000	8000
Source	S&C	S&C	S&C
Budget Reference	Salary(1000, 2000), Benefits(3000)	Salary(1000, 2000), Benefits(3000)	Salary(1000, 2000), Benefits(3000)

Action 5

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

Students to be Served:

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

All

Location(s):

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

All Students

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Staff will work to achieve a minimum of 94% attendance rate. Parents will receive regular attendance updates and more frequent notices of tardies and absences.

2018-19 Actions/Services

Staff will work to maintain a minimum of 94% attendance rate. Parents will receive regular attendance updates and more frequent notices of tardies and absences.

2019-20 Actions/Services

Staff will work to maintain a minimum of 94% attendance rate. Parents will receive regular attendance updates and more frequent notices of tardies and absences.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	600	600	600
Source	S&C	S&C	S&C
Budget Reference	Salary(1000, 2000), Benefits(3000)	Salary(1000, 2000), Benefits(3000)	Salary(1000, 2000), Benefits(3000)

Action 6

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

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)

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

For 2017-18, 15% of students will be All Stars and 60% will maintain Honor Level 1 status.

2018-19 Actions/Services

For 2018-19, 18% of students will be All Stars and 60% will maintain Honor Level 1 status.

2019-20 Actions/Services

For 2019-20, 18% of students will be All Stars and 60% will maintain Honor Level 1 status.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	500	1,000	2,000
Source	S&C	S&C	S&C
Budget Reference	Salary(1000, 2000), Benefits(3000), Books and Supplies(4000), Services(5000)	Salary(1000, 2000), Benefits(3000), Books and Supplies(4000), Services(5000)	Salary(1000, 2000), Benefits(3000), Books and Supplies(4000), Services(5000)

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 4

Our students will be prepared for college & career and graduate from high school.

State and/or Local Priorities addressed by this goal:

State Priorities: [1,2,3,4,5]

Identified Need:

Students need to be made aware of the processes to be prepared for college and career. Parents education needs to occur to help coordinate their goals for their children.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
4A. In order to increase awareness and achievement, Certificates at Graduation will be linked to our competencies for students to	Staff will work with interest groups to refine certificate programs. CTE courses will work on competencies to align Common Core standards with the CTE standards	Competency planning for CTE and elective instructors. Collaborative Common Core planning for core instructors.	Competency planning for CTE and elective instructors. Collaborative Common Core planning for core instructors.	Common core and CTE to work together to develop CTE/core aligned competencies. All CTE courses will have competencies implemented that define Common Core instruction in Math and ELA.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
understand the "Why" in education.	for all courses.			
4B. More students will take the PSAT and be College Ready.	Professional Development, technology and material resources for all staff of 9 th , 10 th and 11 th grade students for the purpose of developing materials for students to better understand requirements and develop a plan to implement PSAT testing.	10% of Sophomore class will take the PSAT. Parents will receive education about the MAP testing 3 times annually with their student's scores. Student and parent resources will be purchased or developed to help students and parents learn more about post high school college and career options.	15% of Sophomore class will take the PSAT. Parents will receive education about the MAP testing 3 times annually with their student's scores. Student and parent resources will be purchased or developed to help students and parents learn more about post high school college and career options.	20% of Sophomore class will take the PSAT. Parents will receive education about the MAP testing 3 times annually with their student's scores. Student and parent resources will be purchased or developed to help students and parents learn more about post high school college and career options.
4C. Credit Recovery Pass Rate goals will be set for 90% of courses begun will be completed.	Staff, technology and material resources will be allocated to assist 10 th , 11 th and 12 th grade students to pass core courses during credit recovery.	90% of courses deficient will be made up by students.	Goal will be maintained.	Goal will be maintained.

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):

All

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

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

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

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

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

Staff will work with interest groups to refine certificate programs. CTE courses will work on competencies to align Common Core standards with the CTE standards for all courses. Competency planning for CTE and elective instructors. Collaborative Common Core planning for core instructors.

2018-19 Actions/Services

Staff will work with interest groups to refine certificate programs. CTE courses will work on competencies to align Common Core standards with the CTE standards for all courses. Competency planning for CTE and elective instructors. Collaborative Common Core planning for core instructors.

2019-20 Actions/Services

Common core and CTE to work together to begin development of CTE/core aligned competencies. All CTE courses will have competencies implemented that define Common Core instruction in Math and ELA.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	9,500	8000	9,500

Year	2017-18	2018-19	2019-20
Source	LCFF, CTEIG, CPA	LCFF, CTEIG, CPA	LCFF, CTEIG, CPA
Budget Reference	Salary(1000, 2000), Benefits(3000), Books and Supplies(4000), Services(5000)	Salary(1000, 2000), Benefits(3000), Books and Supplies(4000), Services(5000)	Salary(1000, 2000), Benefits(3000), Books and Supplies(4000), Services(5000)

Action 2

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

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

2018-19 Actions/Services

2019-20 Actions/Services

2017-18 Actions/Services

10% of Sophomore class will take the PSAT.
100% of 9th grade parents will receive education about the MAP testing and their student's results.

2018-19 Actions/Services

15% of Sophomore class will take the PSAT.
100% of 9th grade parents will receive education about the MAP testing and their student's results.

2019-20 Actions/Services

20% of Sophomore class will take the PSAT.
100% of 9th grade parents will receive education about the MAP testing and their student's results.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1,400	1,700	2,000
Source	LCFF	LCFF	LCFF
Budget Reference	Salary(1000, 2000), Benefits(3000), Books and Supplies(4000), Services(5000)	Salary(1000, 2000), Benefits(3000), Books and Supplies(4000), Services(5000)	Salary(1000, 2000), Benefits(3000), Books and Supplies(4000), Services(5000)

Action 3

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

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)

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Staff, technology and material resources will be allocated to assist 10th, 11th and 12th grade students to pass core courses during credit recovery. 90% of courses deficient will be made up by students.

2018-19 Actions/Services

Goal will be maintained.

2019-20 Actions/Services

Goal will be maintained.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	29152	35000	37000
Source	LCFF	LCFF	LCFF
Budget Reference	Salary(1000, 2000), Benefits(3000), Books and Supplies(4000)	Salary(1000, 2000), Benefits(3000), Books and Supplies(4000)	Salary(1000, 2000), Benefits(3000), Books and Supplies(4000)

Action 4

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

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

10% of Sophomore class will take the PSAT. 100% of 9th grade parents will receive education about the MAP testing and their student's results.

2018-19 Actions/Services

15% of Sophomore class will take the PSAT. 100% of 9th grade parents will receive education about the MAP testing and their student's results.

2019-20 Actions/Services

20% of Sophomore class will take the PSAT. 100% of 9th grade parents will receive education about the MAP testing and their student's results.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	200	300	500
Source	S&C	S&C	S&C
Budget Reference	Salary(1000, 2000), Benefits(3000), Books and Supplies(4000), Services(5000)	Salary(1000, 2000), Benefits(3000), Books and Supplies(4000), Services(5000)	Salary(1000, 2000), Benefits(3000), Books and Supplies(4000), Services(5000)

Action 5

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Staff, technology and material resources will be allocated to assist 10th, 11th and 12th grade students to pass core courses during credit recovery. 90% of courses deficient will be made up by students.

2018-19 Actions/Services

Goal will be maintained.

2019-20 Actions/Services

Goal will be maintained.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	21041	23000	25000
Source	S&C	S&C	S&C
Budget Reference	Salary(1000, 2000), Benefits(3000), Books and Supplies(4000)	Salary(1000, 2000), Benefits(3000), Books and Supplies(4000)	Salary(1000, 2000), Benefits(3000), Books and Supplies(4000)

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 5

Our learning materials, teacher assignment and retention and facilities will promote achievement and academic growth.

State and/or Local Priorities addressed by this goal:

State Priorities: [1,2,3,4,7,8]

Identified Need:

Students need access to rigorous and relevant materials, knowledgeable teachers that care and facilities that promote achievement.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
5A. Basic Services	All staff will be fully credentialed by the state of California.	100% of teaching staff will be credentialed. Induction costs will be covered by the school.	100% of teaching staff will be credentialed. Induction costs will be covered by the school.	100% of teaching staff will be credentialed. Induction costs will be covered by the school.
5B. Basic Services	All course materials will be accessible to all students and facilities will be maintained according to the respective ed codes. We will have 100% compliance with the Williams Act.	Every student will have access to all course materials. Adequate facilities will be provided. All facilities will be maintained appropriately.	Every student will have access to all course materials. Adequate facilities will be provided. All facilities will be maintained appropriately.	Every student will have access to all course materials. Adequate facilities will be provided. All facilities will be maintained appropriately.
5C. Basic Services	Employees will be an integral and valued part of the instructional design, development and	Staff will receive a 2% raise in both salary and benefits.	Staff will receive a 2% raise in both salary and benefits.	Staff will receive a 3% raise in both salary and benefits.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	growth of Trade Tech.			

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

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

2018-19 Actions/Services

2019-20 Actions/Services

2017-18 Actions/Services

100% of teaching staff will be credentialed. Induction costs will be covered by the school.

2018-19 Actions/Services

100% of teaching staff will be credentialed. Induction costs will be covered by the school.

2019-20 Actions/Services

100% of teaching staff will be credentialed. Induction costs will be covered by the school.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	9,500	45000	50000
Source	LCFF, Educator Effectiveness	LCFF, Educator Effectiveness	LCFF, Educator Effectiveness
Budget Reference	Salary(1000, 2000), Benefits(3000), Services(5000), Prof Services(5000)	Salary(1000, 2000), Benefits(3000), Services(5000), Prof Services(5000)	Salary(1000, 2000), Benefits(3000), Services(5000), Prof Services(5000)

Action 2

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

Students to be Served:

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

All

Location(s):

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

All Students

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Every student will have access to all course materials. Adequate facilities will be provided. All facilities will be maintained appropriately.

2018-19 Actions/Services

Every student will have access to all course materials. Adequate facilities will be provided. All facilities will be maintained appropriately.

2019-20 Actions/Services

Every student will have access to all course materials. Adequate facilities will be provided. All facilities will be maintained appropriately.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	708,000	900000	1000000
Source	LCFF, SB740	LCFF, SB740	LCFF, SB740
Budget Reference	Salary(1000, 2000), Benefits(3000), Services(5000)	Salary(1000, 2000), Benefits(3000), Services(5000)	Salary(1000, 2000), Benefits(3000), Services(5000)

Action 3

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

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

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

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

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

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

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

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

Unchanged

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Staff will receive a 2% raise in both salary and benefits.

Staff will receive a 2% raise in both salary and benefits.

Staff will receive a 3% raise in both salary and benefits.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	28,000	37,000	39,000
Source	LCFF	LCFF	LCFF
Budget Reference	Salary(1000, 2000), Benefits(3000)	Salary(1000, 2000), Benefits(3000)	Salary(1000, 2000), Benefits(3000)

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 6

Our students will graduate with a sense of confidence in developing relationships with employers and elders. Included in this is the ability to converse with adults and have meaningful interactions.

State and/or Local Priorities addressed by this goal:

State Priorities: [3,4,6,7,8]

Identified Need:

In 2017, our average enrolling 9th grade student entered more than 2 years behind in Reading/ELA and more than 3 years behind in Math. Getting students to grade level and graduation required specific focused attention.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
6A. School Climate, Class Size	Staffing for CSR will be a max of 20:1 schoolwide with 16:1 in CTE classes. This compares to 32:1 in traditional high schools.	The baseline will be maintained. This ratio requires and additional 60% staffing.	The baseline will be maintained.	The baseline will be maintained.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
6B. Our 5 year Graduation Rate with remain above 97.5%.	Our 4 and 5 year graduation rates will reflect our commitment to working with students that struggle but succeed.	Our 5 year graduation rate will remain above 97.5%. Credit recovery will be utilized to assist students in graduating.	Our 5 year graduation rate will remain above 97.5%. Credit recovery will be utilized to assist students in graduating.	Our 5 year graduation rate will remain above 97.5%. Credit recovery will be utilized to assist students in graduating.

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners, Foster Youth, Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

All Schools

Actions/Services

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

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

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

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

The baseline of 20:1 will be maintained. This ratio requires and additional 60% staffing.

2018-19 Actions/Services

The baseline of 20:1 will be maintained. This ratio requires and additional 60% staffing.

2019-20 Actions/Services

The baseline of 20:1 will be maintained. This ratio requires and additional 60% staffing.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	868800	1000000	1100000
Source	LCFF	LCFF	LCFF
Budget Reference	Salary(1000, 2000), Benefits(3000)	Salary(1000, 2000), Benefits(3000)	Salary(1000, 2000), Benefits(3000)

Action 2

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners, Foster Youth, Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

All Schools

Actions/Services

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

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

Our 5 year graduation rate will remain above 97.5%. Credit recovery and counseling will be utilized to assist students in graduating.

2018-19 Actions/Services

Our 5 year graduation rate will remain above 97.5% Credit recovery and counseling will be utilized to assist students in graduating.

2019-20 Actions/Services

Our 5 year graduation rate will remain above 97.5% Credit recovery and counseling will be utilized to assist students in graduating.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	30,000	30,000	30,000
Source	LCFF	LCFF	LCFF
Budget Reference	Salary(1000, 2000), Benefits(3000), Books and Supplies(4000), Services(5000), Prof Services(5000)	Salary(1000, 2000), Benefits(3000), Books and Supplies(4000), Services(5000), Prof Services(5000)	Salary(1000, 2000), Benefits(3000), Books and Supplies(4000), Services(5000), Prof Services(5000)

Action 3

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners, Foster Youth, Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

All Schools

Actions/Services

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

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

The baseline of 20:1 will be maintained. This ratio requires and additional 60% staffing.

2018-19 Actions/Services

The baseline of 20:1 will be maintained. This ratio requires and additional 50% staffing.

2019-20 Actions/Services

The baseline of 20:1 will be maintained. This ratio requires and additional 50% staffing.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
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Year	2017-18	2018-19	2019-20
Amount	89200	95000	101000
Source	S&C	S&C	S&C
Budget Reference	Salary(1000, 2000), Benefits(3000)	Salary(1000, 2000), Benefits(3000)	Salary(1000, 2000), Benefits(3000)

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$ 152,826

9.44 %

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).

Goal 1 Action 3 Instructional Materials, supplementary materials and curriculum materials will be reviewed and acquired for Core subject areas and CTE courses to better align courses with state standards and needs of all students, expressly including materials designed for Homeless, Low Income, EL and Foster Youth. The focus for 2018-19 will be Science and certain elective offerings. This \$4,000 from S&C will allow for staff to find, develop and implement curricula and related materials to specifically assist our unduplicated populations.

Goal 1 Action 4 Library materials will be updated and made available for student use and check out. This \$1500 from S&C for library materials will allow for a greater diversity of reading materials for our unduplicated populations.

Goal 3 Action 4 The school calendar will include 180 student days. This \$6,000 from the S&C for additional school days will help our unduplicated population by giving them more instructional time for learning and more instructional days in a school to help focus on their future.

Goal 3 Action 5 Staff will work to continue a minimum of 94% attendance rate. Parents will receive regular attendance updates and more frequent notices of tardies and absences. This \$600 from S&C will be used to help continue to coordinate parent communication and education on how to get their student to school and ready for learning.

Goal 3 Action 6 For 2018-19, 18% of students will be All Stars and 60% will maintain Honor Level 1 status. This \$1,000 from S&C allows the unduplicated students to be recognized more often in educationally safe manners. It will allow for a more rewarding environment to learn and grow.

Goal 4 Action 4 15% of Sophomore class will take the PSAT. 100% of 9th grade parents will receive education about the MAP testing and their student's results. This \$300 from S&C will allow for more unduplicated students to learn about college and be better prepared for future careers. It will also help with the education of parents in respect to MAP testing, state testing and schoolwide testing.

Goal 4 Action 5 Staff, technology and material resources will be allocated to assist 10th, 11th and 12th grade students to pass core courses during credit recovery. 90% of courses deficient will be made up by students. This \$23,000 from the S&C will help our unduplicated students specifically in their core academics. This funding will allow for a full-time resource staff that is dedicated to assisting our unduplicated students and Special Education students with their struggles with the creation of 10th through 12th grade Success Skills courses where individual assistance can be offered to students that are struggling in high school.

Goal 6 Action 3 The baseline of 20:1 will be maintained. This ratio requires an additional 50% staffing. This \$116,426 from the S&C will provide for smaller classes to better help out unduplicated students perform in our regular classrooms. Building quality relationships helps our students understand the value of what they are learning.

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

Plan Summary

Annual Update

Stakeholder Engagement

Goals, Actions, and Services

Planned Actions/Services

Demonstration of Increased or Improved Services for Unduplicated Students

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

Plan Summary

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

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

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

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

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

Budget Summary

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

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow

the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)
- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; 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 LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

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

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

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

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, 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 LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

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

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

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

action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address

how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

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

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

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

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

Priority 2: Implementation of State Standards addresses:

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

Priority 3: Parental Involvement addresses:

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

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

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

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

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

E. High school graduation rates;

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

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

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

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

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

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

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

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

Local Priorities address:

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

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

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

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

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

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

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

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

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

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

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

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