

Local Educational Agency (LEA) Name: Pathways Charter School

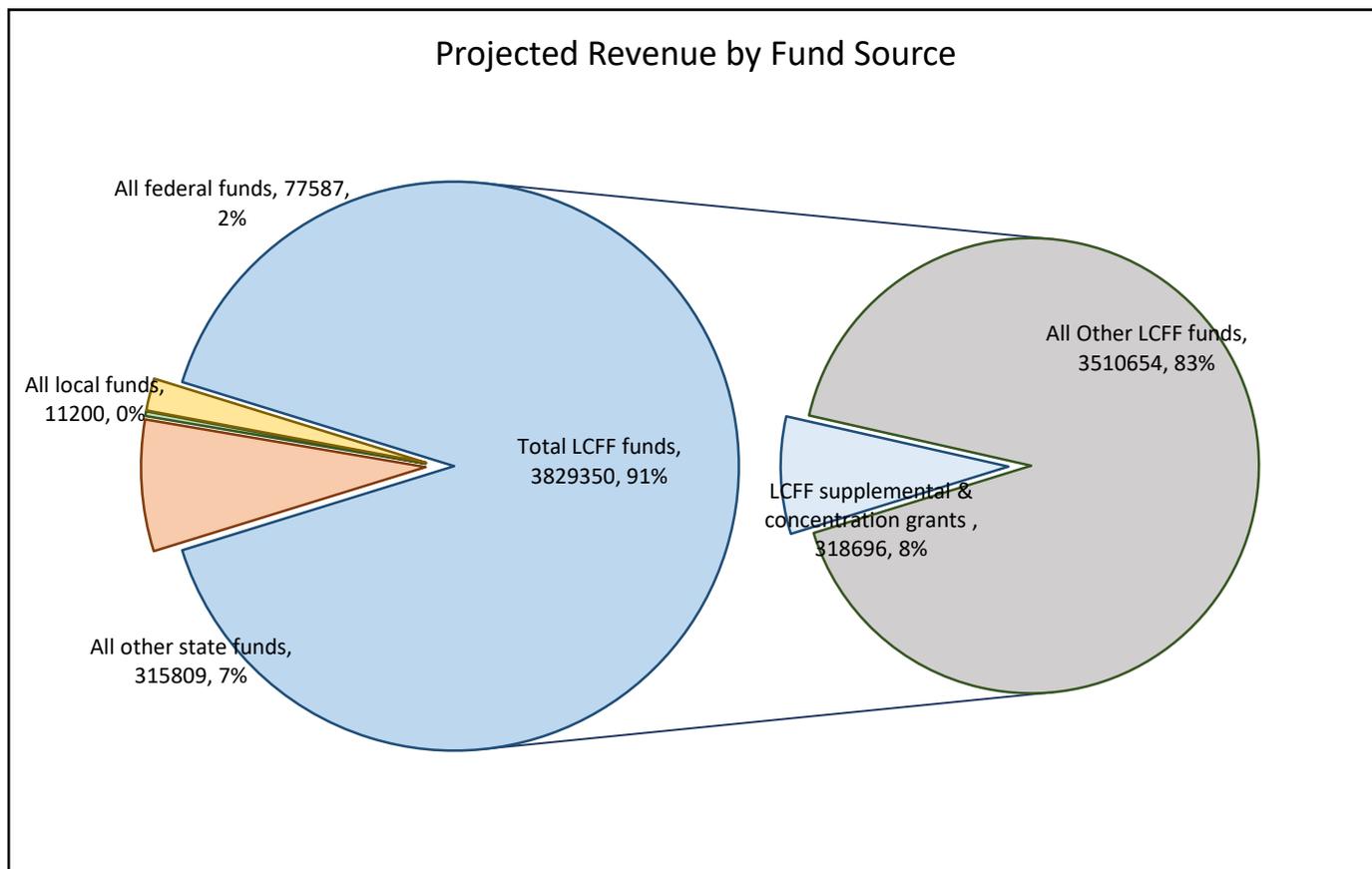
CDS Code: 49 70730 6120588

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

LEA contact information: Sara Jordan, Executive Director

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

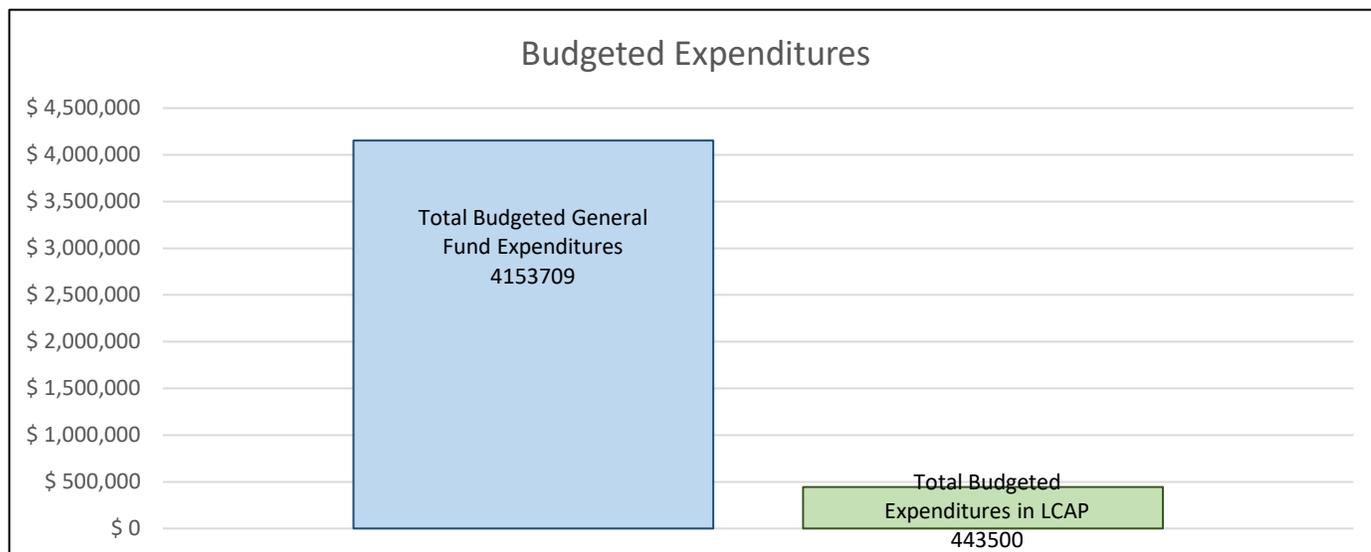
### Budget Overview for the 2019-20 LCAP Year



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

The total revenue projected for Pathways Charter School is \$4,233,946.00, of which \$3,829,350.00 is Local Control Funding Formula (LCFF), \$315,809.00 is other state funds, \$11,200.00 is local funds, and \$77,587.00 is federal funds. Of the \$3,829,350.00 in LCFF Funds, \$318,696.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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



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

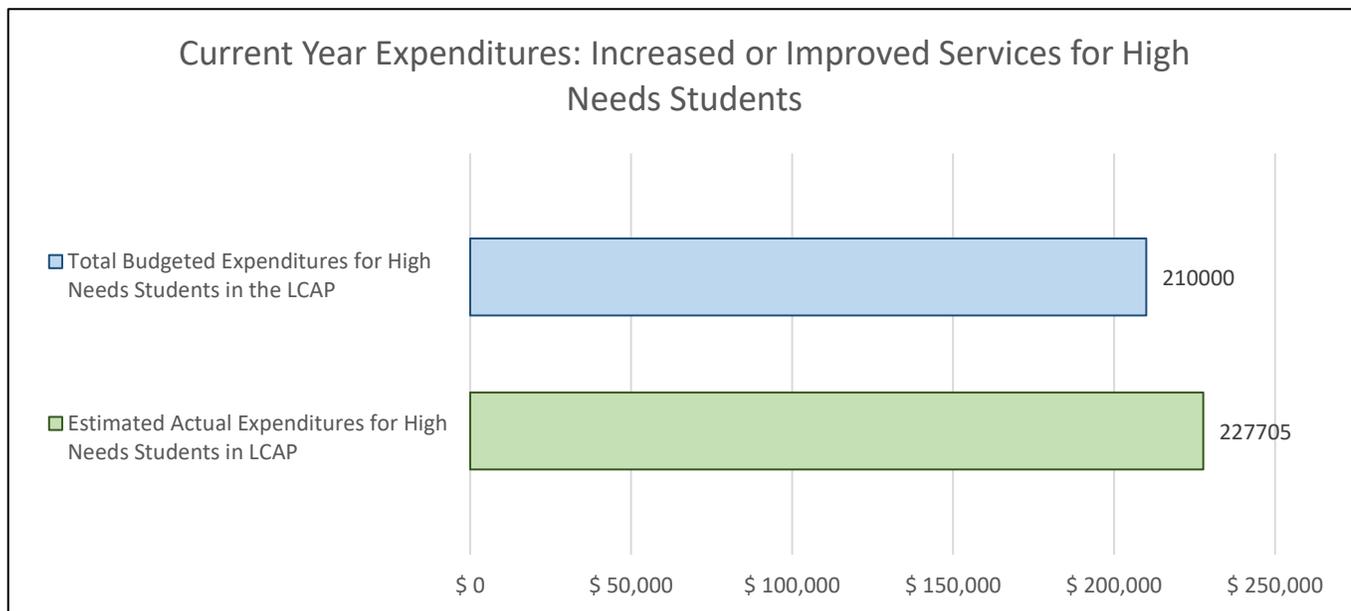
Pathways Charter School plans to spend \$4,153,709.00 for the 2019-20 school year. Of that amount, \$443,500.00 is tied to actions/services in the LCAP and \$3,710,209.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

General Fund Budget Expenditures not included in the 2019-20 plan consist of costs of the School's base program including: Compensation, Benefits, School Supplies, Professional Services, Facilities and Operations, and Depreciation of Capital Assets.

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

In 2019-20, Pathways Charter School is projecting it will receive \$318,696.00 based on the enrollment of foster youth, English learner, and low-income students. Pathways Charter School must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Pathways Charter School plans to spend \$443,500.00 on actions to meet this requirement.

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



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

In 2018-19, Pathways Charter School's LCAP budgeted \$210,000.00 for planned actions to increase or improve services for high needs students. Pathways Charter School estimates that it will actually spend \$227,705.00 for actions to increase or improve services for high needs students in 2018-19.

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

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

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

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

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

LEA Name

Contact Name and Title

Email and Phone

Pathways Charter School

Sara Jordan, Executive Director

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## 2017-20 Plan Summary

### The Story

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

Pathways Charter School is an independent study program that serves students in grades Tk-12 in four northbay counties. Our student demographics are: 403 students enrolled, 173 low-income students, 22 EL students, 146 Hispanic students, 186 White students, and 53 special education students. The Mission of Pathways Charter School is to facilitate the growth of students to become educated, participating citizens in today's world. We provide a rigorous, standards-based program, utilize a variety of instructional delivery models, and foster a team approach. Students thrive at Pathways because we are dedicated to building strong relationships among school personnel, parents, and students; and are committed to the vision that all students benefit from personalized attention to their educational needs.

### LCAP Highlights

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

Based on a review our dashboard and local indicator measures, our goals for 2019-20 are:

1. Improve graduation rate for seniors and lower absenteeism rate for all grades with priority to low income students.
2. Increase core academic proficiency in ELA and math in grades 3<sup>rd</sup>-11<sup>th</sup>, esp. Hispanic students in math.
3. Increase number of students reported as "prepared" and "approaching prepared" on CCI.

- Continue to address safety at learning centers and address the social and emotional needs of all students.

## Review of Performance

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

### Greatest Progress

Pathways made progress in several areas: In ELA we increased overall by 9.6 points and low-income students moved up from orange to green and Hispanic from orange to yellow. In Math, overall we increased by 8.5 points and low income moved from orange to yellow. In CCI we increased by 6.3%

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

### Greatest Needs

Math continues to be an area of need. Currently, white students and Hispanic students are in the orange in math. Two new areas of need are chronic absenteeism which increased by 3.4% with Hispanic and low income in the orange and graduation rate which fell by 6.2% with low income in the orange.

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

### Performance Gaps

None. No student group is two or more levels below all students.

## Comprehensive Support and Improvement

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

### Schools Identified

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

None

### **Support for Identified Schools**

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

n/a

### **Monitoring and Evaluating Effectiveness**

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

n/a

# Annual Update

LCAP Year Reviewed: 2018-19

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

## Goal 1

**Increase the ELA proficiency of all students in grades 3-8, especially Hispanic learners**

State and/or Local Priorities addressed by this goal:

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

Local Priorities: none

### Annual Measurable Outcomes

Expected	Actual
SBAC ELA Score increase by 5 points	Increased by 9.6 points
Renaissance STAR Read scaled score growth average of 75 points	Average SS growth was 66

### 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.

#### Actions 1-4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Target small group or 1:1 group tutorial in English Language Arts for students in grades 3-8 with priority given to Hispanic students	Each region offered a range of direct student services to students at their learning center sites.	\$25,000	\$22,109

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Create student groups in Renaissance for Hispanic and NSLP in all regions and report out their assessment results at least 2 times per year to determine progress and additional interventions needed	Groups were created in Renaissance and monitored during the year by two administrators.	\$5,000	\$8,137
Implement targeted interventions as identified and requested by teachers using student services request form	Each region offered a range of direct student services to students at their learning center sites.	\$20,000	\$21,004
Pilot online parent trainings to support implementation of CCSS	Only a few workshops were offered and they had low attendance.	\$10,000	\$5,633

## 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.

Overall these actions and services were implemented as planned. The biggest area was dedicated to direct student services at learning center sites through such programs as supplemental classes and small group and 1:1 tutoring.

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

Based on dashboard results of all students in green and increase of 9.6 points it appears that these services had a positive impact.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Only small differences due to priority given to math services in goal #2 based on actual student population needs and challenge of scheduling parent workshops and getting attendance at such events.

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

Based on the overall increase in student performance reflected in the dashboard, we consider this goal met and have removed it from this year's goals in order to focus more resources on math and other priorities.

## Annual Update

LCAP Year Reviewed: 2018-19

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

### Goal 2

Increase math proficiency of all students in grades 3-8, especially low-income and Hispanic students

State and/or Local Priorities addressed by this goal:

State Priorities: 1,2,34,7

Local Priorities: none

### Annual Measurable Outcomes

Expected	Actual
SBAC math Increase by 5 points in each group and subgroup	<b>Exceeded goal.</b> Overall increase by 8.5 points. Low-income increased 23.9, Hispanic increased 26.4 points.
Renaissance STAR Math scaled score growth of 25 points for Hispanic and low-income	Average SS growth was 24
Improve equity of placement of males and Hispanic students into IM1 by 5%	Males in PrelM decreased to 33% which is improvement Hispanics in PrelM decreased to 17% which is improvement

## 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.

### Actions 1-3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide small group or 1:1 tutoring for math to students in grades 3-8 with priority given to low income or Hispanic students	Each region offered a range of direct student services to students at their learning center sites	\$30,000	\$31,778
Implement targeted interventions as identified and requested by teachers using student services request form	Each region offered a range of direct student services to students at their learning center sites.	\$25,000	\$44,247
Pilot online parent trainings to help with implementation and daily oversight of CCSS Math	Only a few workshops were offered and they had low attendance	\$10,000	\$3,809

## 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.

Overall these actions and services were implemented as planned. The biggest area was dedicated to direct student services at learning center sites through such programs as supplemental classes and small group and 1:1 tutoring

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

Based on dashboard results of all students in green and increase of 8.5 points it appears that these services had a positive impact and we nearly met our target in Ren Math is 24 average points of SS growth versus the goal of 25. Grade level appropriate math placement rates for 9<sup>th</sup> grade males and Hispanic students improved.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Only small differences due to challenge of scheduling parent workshops and getting attendance at such events

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.

Given that all students are still 52.4 points below standard, this continues to be an area of need. Our two subgroups improved so the new goal is directed at all students and inclusive of grades 9-11 this time in order to support development of skills up through 11<sup>th</sup> grade testing.

## Annual Update

LCAP Year Reviewed: **2018-19**

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

### Goal 3

Increase Career and College Readiness and student engagement through the pilot of first CTE Pathway and increased access to a-g coursework

State and/or Local Priorities addressed by this goal:

State Priorities: 1,2,4,5,7,8

Local Priorities: none

## Annual Measurable Outcomes

Expected		Actual	
A-g completion rate- stabilize at 15%		A-g completion rate fell to 10%	
Maintain 90% completion of CCS for 9 <sup>th</sup> grade cohort		The CCR completion rate fell to 74%	
CTE Goal is to have 30 participants and 5 on track to be Pathway completors in 2019-20		We had 2 completers and 36 participants	

## 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.

### Actions 1-4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Discuss with Advisory Council outcomes of pilot year. Evaluate current curriculum options and investigate new options. Design a system to support job shadowing, internships and other leadership course components	Created Leadership course in Google Sites with embedded job shadow opportunity. Advisory council approved implementation of edynamics curriculum and supports.	\$20,000	\$21,555
Pilot learning center class in Sonoma for video projects. Pilot online CTE Leadership class current developed as PLS course. Discuss with Advisory Council outcomes, survey students and staff and community. Use stakeholder input to amend course plan for fall 2019	Student, staff and community survey results reveal positive relationship with CTE program, course and online platform Buzz. Sonoma piloted video projects class which had 5 participants and 2 complete the class.	\$20,000	\$14,370
Continue to find secondary option for online LOTE coursework. Seek options for a-g lab science completion. Guidance Coordinator monitor a-g track status starting at 9 <sup>th</sup> grade	Offered Rosetta Stone LOTE courses for Span I & II and French I & II. Piloted Comprehend a-g Biology. Tracked 9 <sup>th</sup> graders in a-g status.	\$10,000	\$10,400
Improve upon Career and College Success coursework and stabilize completion rate of 9 <sup>th</sup> graders	CCR completion rate fell to 74%. Course content improvements were made.	\$10,000	\$15,810

## 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.

Built a good foundation in 3 CTE ICT Pathways with high percentage of student participation relative to size of the school. Improved CCR coursework was created and a high number of 9<sup>th</sup> grade students participated. RS LOTE coursework was offered and one lab science pilot was completed.

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

Online platform is effective for CTE coursework for some students but not all. High mobility rate makes it difficult to shepherd students through an entire pathway to completion. Monitoring 9<sup>th</sup> grade a-g status was effective.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Budget was exceeded in all areas by minor amounts due to estimates being used at planning period.

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 have amended our goal to focus on the broader goal of students being prepared on the CCI. We decided to delay implementation of leadership course. Changes made to CCR course include providing student support in accessing coursework at local community college, providing opportunities to participate in PCS JC Jumpstart program and tracking a-g completion.

## Annual Update

LCAP Year Reviewed: 2018-19

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

## Goal 4

### Improve student and staff safety at the Vallejo learning center

State and/or Local Priorities addressed by this goal:

State Priorities: 6

Local Priorities: climate

### Annual Measurable Outcomes

Expected

Actual

75% + Positive staff feedback in new survey regarding safety and site issues and transition to new American Canyon Learning Center

This does not apply because we did not end up moving as planned

Goal: 50% + Positive parent feedback in new survey regarding safety

90% of parents felt the school was safe or extremely safe

### 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.

### Actions 1-2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Extend site committee into a transition committee to help support families in the move transition and keep students enrolled	These planned actions and services were implemented. Improvements at Vallejo included painting, carpet cleaning, security system install, air purification systems	\$20,000	\$11,110
Implement regional safety and emergency trainings and update procedures and cyber-bullying training online for students	These planned actions and services were implemented	\$5,000	\$17,743

## 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.

Staff and families are very pleased with the outcomes from this goal. Improvements at the Vallejo Learning Center included painting, carpet cleaning, security system install, air purification systems. We also reconfigured the office and classroom spaces to provide better oversight and work flow. Finally, we rented and additional space to allow more room for everyone and to help assure we have continuity of space in that second floor area.

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

These actions and services were highly effective in addressing the concerns and improving the sense of security and safety at the Vallejo learning center.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The only difference is that the planned moved to American Canyon did not happen because the landlord canceled the leases. All planned improvements at Vallejo were done.

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.

IN this goal for 2019-20, we continue to focus on learning center safety at all sites, not just Vallejo and to expand the implementation of additional safety measures such as emergency notification systems. See goal 4.

# Stakeholder Engagement

LCAP Year: 2019-20

## Involvement Process for LCAP and Annual Update

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

Pathways took all possible steps to collect input from our various stakeholders. In early February, we sent a school-wide survey on Survey Monkey to all stakeholders asking for input on current goals and progress as well as possible new goals, actions and services. Twice staff had opportunities for input at their monthly staff meetings in January and March. The admin team discussed LCAP goals at nearly every monthly meeting. The board had opportunity for input through monthly updates from the director. Finally, we held an advisory council meeting in March open to all stakeholders.

## Impact on LCAP and Annual Update

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

The parent survey input helped us to refine the format of delivery of services that are most desirable and allowed us to get a better understanding of what they know about access to existing services. Input from teaching staff helped us to refine our goal #4 to include addressing the social-emotional needs of students.

# Goals, Actions, & Services

## Strategic Planning Details and Accountability

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

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

New Goal

### Goal 1

Improve graduation rate for seniors and lower absenteeism rate for all grades with priority to low income students.

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

State Priorities: 5

Local Priorities: none

#### Identified Need:

Dashboard results show increase of 3.4% in absenteeism and decrease in graduation rate of 6.2%

#### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Dashboard chronic absenteeism	New goal	1.4% chronic absent	4.8% chronic absent	3.0%
Graduation rate	New goal	80.8%	74.6%	76%

## 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

OR

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

**Students to be Served:**

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

Low income

**Scope of Services:**

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

LEA-wide

**Location(s):**

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

All schools 9<sup>th</sup>-12<sup>th</sup>

### Actions/Services

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

n/a

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

n/a

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

New

2017-18 Actions/Services

n/a

2018-19 Actions/Services

n/a

2019-20 Actions/Services

Shorten period between ADA claims from 6 weeks to 3 weeks

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	n/a	n/a	\$5,000
Source	n/a	n/a	LCFF
Budget Reference	n/a	n/a	1300 (Sara's salary), classified salary (Jenny)

**Action 2**

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

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

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

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

<p>Select from New, Modified, or Unchanged for 2017-18</p> <p>n/a</p>	<p>Select from New, Modified, or Unchanged for 2018-19</p> <p>[n/a]</p>	<p>Select from New, Modified, or Unchanged for 2019-20</p> <p>New</p>
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2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
n/a	[n/a]	Change summer graduation date to match EOY date

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	n/a	n/a	\$5000
Source	n/a	n/a	LCFF
Budget Reference	n/a	n/a	GC salary

**Action 3**

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

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

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

<p><b>Students to be Served:</b> (Select from English Learners, Foster Youth, and/or Low Income)</p> <p>[Add Students to be Served selection here]</p>	<p><b>Scope of Services:</b> (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</p> <p>[Add Scope of Services selection here]</p>	<p><b>Location(s):</b> (Select from All Schools, Specific Schools, and/or Specific Grade Spans)</p> <p>[Add Location(s) selection here]</p>
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**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
n/a	[n/a]	New
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
n/a	[n/a]	Implement new orientation week and IS 101 pacing and virtual MA's

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	n/a	n/a	\$10,000
Source	n/a	n/a	LCFF
Budget Reference	n/a	n/a	SIS fees for archiving, 1300 admin salary, classified salary

# Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Modified Goal

## Goal 2

Increase core academic proficiency in ELA and math in grades 3<sup>rd</sup>-11<sup>th</sup>, esp. Hispanic students in math.

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

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

Local Priorities: none

### Identified Need:

All students are at 52.4 points below standard in math and Hispanic students are 95.9 points below 3 . All students in ELA are 12.6 points below 3.

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
SBAC ELA	n/a	-.8 below	- 12.6 points below	Goal is to gain points
SBAC Math	n/a	- 47.7 below	- 54.6 points below	Goal is to gain 10 points

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Ren Star Math	n/a	n/a	Average 25 scaled score growth	Goal is average SGP in the range of 35-65
Math Placement	n/a	Male in PrelIM 64% Hispanics in PrelIM was 42%	Males in PrelIM decreased to 33% which is improvement Hispanics in PrelIM decreased to 17% which is improvement	Goal is to maintain current rates.

## 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:

<b>Students to be Served:</b> (Select from All, Students with Disabilities, or Specific Student Groups) All students	<b>Location(s):</b> (Select from All Schools, Specific Schools, and/or Specific Grade Spans): All schools
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OR

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

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

n/a

n/a

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

n/a

n/a

Improve math placement

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	n/a	n/a	\$2500
Source	n/a	n/a	LCFF
Budget Reference	n/a	n/a	Math Chair Stipend

**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)

9<sup>th</sup>-12<sup>th</sup>

**Location(s):**

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

All

**OR**

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

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

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

**Actions/Services**

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

n/a]

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

[n/a

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

New

2017-18 Actions/Services

n/a

2018-19 Actions/Services

[n/a

2019-20 Actions/Services

Add English and Math skills courses

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	n/a	n/a	\$3500
Source	n/a	n/a	LCFF
Budget Reference	n/a	n/a	Summer teacher stipends (Ray and Hall)

**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

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

n/a]

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

[n/a

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

New

2017-18 Actions/Services

n/a

2018-19 Actions/Services

[n/a

2019-20 Actions/Services

Offer professional development on engagement

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	n/a	n/a	\$5,000
Source	n/a	n/a	LCFF
Budget Reference	n/a	n/a	Professional Development/Consultants

**Action 4**

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

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

OR

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

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

**Actions/Services**

<p>Select from New, Modified, or Unchanged for 2017-18</p>	<p>Select from New, Modified, or Unchanged for 2018-19</p>	<p>Select from New, Modified, or Unchanged for 2019-20</p>
New	unchanged	unchanged

<p>2017-18 Actions/Services</p> <p>Provide supplemental services such as classes and tutoring at local learning centers</p>	<p>2018-19 Actions/Services</p> <p>Provide supplemental services such as classes and tutoring at local learning centers</p>	<p>2019-20 Actions/Services</p> <p>Provide supplemental services such as classes and tutoring at local learning centers</p>
---	---	---

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$90,000	\$110,000	\$320,000
Source	LCFF	LCFF	LCFF
Budget Reference	Salaries, stipends, hourly pay	Salaries, stipends, hourly pay	Salaries, stipends, hourly pay , leases

# Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Modified goal

## Goal 3

Increase number of students reported as "prepared" and "approaching prepared" on CCI.

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

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

Local Priorities: none

### Identified Need:

Overall our score of prepared students is still low as indicated on the dashboard.

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
A-g Completion	n/a	14%	10%	Goal 14%
CCS completion	n/a	15%	74%	Goal 75%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CTE participants and completers	n/a	14 and 0	36 and 2	Goal 25 participants

### 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:

<b>Students to be Served:</b> (Select from All, Students with Disabilities, or Specific Student Groups) 9 <sup>th</sup> -12 <sup>th</sup>	<b>Location(s):</b> (Select from All Schools, Specific Schools, and/or Specific Grade Spans): All
---	---

OR

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

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

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Various CTE program elements and projects	Various CTE program elements and projects	Implement a high-quality CTE program meeting grant requirements in area of IT

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$10,000	\$40,000	\$40,000
Source	LCFF and CTEIG	LCFF and CTEIG	LCFF and CTE
Budget Reference	Teacher salaries	Teacher salaries	Teacher salaries

**Action 2**

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

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

9<sup>th</sup>-12<sup>th</sup> grade student \_\_\_\_\_ All \_\_\_\_\_

OR

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

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

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

2017-18 Actions/Services Various projects related to a-g coursework and CCR	2018-19 Actions/Services Various projects related to a-g coursework and CCR	2019-20 Actions/Services Provide student support in accessing coursework at local Community Colleges and a-g coursework at PCS (such as JC Jumpstart, 1:1 students meetings, a-g completer tracking chart).
--	--	--

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$50,000	\$20,000	\$40,000
Source	LCFF	LCFF	LCFF
Budget Reference	1300, 4342, 1100, software	1300, 4342, 1100, software	GC salary

# 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

Continue to address safety at learning centers and address the social and emotional needs of all students.

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

State Priorities: 3, 6

Local Priorities: safety

### Identified Need:

Safety and emergency preparedness continue to be an area of need identified by the staff.

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Staff feedback survey	n/a	75% positive	[77% felt very or extremely safe]	Maintain at least 75%
Parent feedback survey	n/a	More than 50% positive	90% positive	Maintain at least 75%

## 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:

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

OR

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

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

### Actions/Services

<p>Select from New, Modified, or Unchanged for 2017-18</p>	<p>Select from New, Modified, or Unchanged for 2018-19</p>	<p>Select from New, Modified, or Unchanged for 2019-20</p>
New	Modified	Modified

<p>2017-18 Actions/Services</p> <p>Site search committee and improvements</p>	<p>2018-19 Actions/Services</p> <p>Site search committee and anti-bullying</p>	<p>2019-20 Actions/Services</p> <p>Implement safety plan at learning centers as per priorities in safety plan. Expand training.</p>
---	--	---

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$10,000	\$5,000	\$5,000
Source	LCFF	LCFF	LCFF
Budget Reference	1 100, 1300, 2400, equipment	1 100, 1300, 2400, equipment	1 100, 1300, 2400, equipment

**Action 2**

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

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

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

All

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

n/a	n/a	New
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

/na	n/a	Purchase a text or phone based parent emergency notification system and AED's for each learning center.
-----	-----	---

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	n/a]	n/a]	\$5,000
Source	[n/a]	[n/a]	LCFF
Budget Reference	[n/a]	[n/a]	Equipment, communications

**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
-----

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

[n/a]

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

[n/a]

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

New

2017-18 Actions/Services

[n/a]

[n/a]

2018-19 Actions/Services

[n/a]

[n/a]

2019-20 Actions/Services

Implement a social-emotional student study team model- fall training focus and spring service. (Trauma-Informed Leadership)

**Budgeted Expenditures**

Year 2017-18

2018-19

2019-20

Amount

n/a]

n/a]

\$2,500

Source

[n/a]

[n/a]

LCFF

Budget Reference

[n/a]

[n/a]

Stipends, 1300

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2019-20

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

**\$ 443,500**

**9.13%**

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).

Unduplicated pupils have priority access to all services outlined in all four goals.

## Addendum

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

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

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

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

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

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

## Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

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

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

## Plan Summary

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

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

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

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

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

## Comprehensive Support and Improvement

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

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

## Annual Update

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

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

## Annual Measurable Outcomes

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

## Actions/Services

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

## Analysis

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

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

## Stakeholder Engagement

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

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

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

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

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

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

## Goals, Actions, and Services

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

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

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

### New, Modified, Unchanged

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

### Goal

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

## Related State and/or Local Priorities

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

## Identified Need

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

## Expected Annual Measurable Outcomes

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

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

## Planned Actions/Services

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

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

#### Students to be Served

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

#### Location(s)

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

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

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

#### Students to be Served

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

#### Scope of Service

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

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

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

#### Location(s)

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

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

### **Actions/Services**

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may

be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

**New/Modified/Unchanged:**

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

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

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

### **Budgeted Expenditures**

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

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

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

## **Demonstration of Increased or Improved Services for Unduplicated Students**

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

## Estimated Supplemental and Concentration Grant Funds

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

## Percentage to Increase or Improve Services

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

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

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

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

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

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

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

# State Priorities

**Priority 1: Basic Services** addresses the degree to which:

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

**Priority 2: Implementation of State Standards** addresses:

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

**Priority 3: Parental Involvement** addresses:

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

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

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

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

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

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

- A. Pupil suspension rates;

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

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

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

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

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

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

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

**Local Priorities** address:

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

## APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

(1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:

(A) enrolled less than 31 days

(B) enrolled at least 31 days but did not attend at least one day

(C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:

(i) are enrolled in a Non-Public School

(ii) receive instruction through a home or hospital instructional setting

(iii) are attending a community college full-time.

(2) The number of students who meet the enrollment requirements.

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

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

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

(2) The total number of cohort members.

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

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

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

(A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.

(B) The total number of students in the cohort.

(C) Divide (1) by (2).

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

(A) The number of students who either graduated as grade 11 students or who earned any of the following:

(i) a regular high school diploma

(ii) a High School Equivalency Certificate

(iii) an adult education diploma

(iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.

(B) The number of students in the DASS graduation cohort.

(C) Divide (1) by (2).

(d) "Suspension rate" shall be calculated as follows:

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

(e) "Expulsion rate" shall be calculated as follows:

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

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

## APPENDIX B: GUIDING QUESTIONS

### Guiding Questions: Annual Review and Analysis

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

### Guiding Questions: Stakeholder Engagement

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

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

## Guiding Questions: Goals, Actions, and Services

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