

LCAP Year 2017–18 2018–19 2019–20

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](#) [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: 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	Envision Academy		
Contact Name and Title	Laura Robell Principal	Email and Phone	laura@envisionacademy.org (510) 589-8901

2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them.

Envision Academy is located in Oakland, CA and is authorized by the Alameda County Office of Education. The mission of Envision Education is to transform the lives of students by preparing them for success in college and in life (see www.envisionschools.org.) Envision Education was founded in June 2002 as a 510(c)3 charter management organization to deliver high quality college preparatory education in communities with the greatest need, with the intention of sending the organization's entire student population to college. Envision Education received authorization from the Alameda County Office of Education to operate the Envision Academy of Arts and Technology High School (EA) in February of 2006. EA opened its doors in August 2006 with 62 ninth graders and had its first graduating class in 2010. An initial WASC visit occurred in spring of 2007, resulting in Envision Academy's candidacy for accreditation on June 30, 2007. In June of 2010 and April 2016, Envision Academy received a six-year WASC accreditation with a mid-term review.

Envision Academy is an urban high school located in downtown Oakland that serves students in grades 9-12. Approximately 90% of our students live in the OUSD attendance area and would have attended OUSD high schools if they were not attending our school. EA opened in August 2006 with a founding 9th grade class of 62 students. As of the 2016-17 school year, EA now serves about 410 students. Many of our students would otherwise attend Fremont High School, McClymond's High School or Castlemont High.

One of the hallmarks of Envision Academy is our portfolio defense process. Students display their growth and proficiency in the skills of analysis, research, inquiry, and creative expression by presenting, defending their learning and passing this process to show their preparedness for Upper Division or College.

LCAP HIGHLIGHTS

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

Increase number of students ready for college level coursework.

- Tracking student progress across all grade levels toward BP and CSP presentations, including benchmarks, exhibitions, and final assessment results.
- Staff engage in data driven dialogue and embrace the use of CIA data to drive instruction.
- The use of rubrics to guide students and teachers to a high level of proficiency in the identified PBL artifacts.
- Strong system of professional development for all teachers, especially new staff members
- Portfolio defenses for students twice in the high school career
- All students have the opportunity to go to college after their rigorous study at EA.
- The Common Interim Assessments provide their network with a common set of standards which align to the CCSS and College Success Portfolio rubrics.
- The performance assessments, culminating in the 10th grade Benchmark Portfolio and the 12th grade College Success Portfolio constitute demonstrations of content learning, leadership skills, and core competencies.
- Envision Academy's Professional Development system is highly effective in supporting teachers.

Develop a college-going culture that engages families and community.

- Parent engagement through the FTC and community engagement through the WLE program.
- Parent communication through family conferences, Family Teacher Collaborative (FTC) meetings, mailing home progress reports, emails and call fires.
- Good integration of technology to complement the development of college/career readiness
- Advisory system supports college preparedness.

Provide an emotionally and physically safe learning environment.

- Envision has a consistent focus on core values from students and staff that the school is safe physically and emotionally for all students.
- Envision Academy is fully committed to their mission and purpose of sending every student to college.
- We provide varied and individualized services, both academically and psychologically, to ensure all students needs can be met.

Increase services and supports for our lowest performing students, especially ELLs, AA, and students with Special Needs.

- Support of students through Mandatory Office Hours and Advisory
- Envision Education has strong systems in place for all of its network schools.
- No tracking; all students complete A-G requirements so all students have access to college.

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.

According to the LCFF Evaluation rubrics, EA has significantly increased its graduation rate for not only all students but also its two significant populations of Hispanic/Latino and Socioeconomically Disadvantaged students.

GREATEST PROGRESS

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?

Envision Academy has significantly increased its Suspension rate. While the suspension rate increased, it significantly increased across all sub-groups (English Learners, Socioeconomically Disadvantaged, Black/African-American).

**GREATEST
NEEDS**

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?

EA currently does not have any performance gaps across the LCFF rubric. Our greatest need is to decrease our suspension rate, but this is not a gap across subgroups.

PERFORMANCE GAPS

INCREASED OR IMPROVED SERVICES

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.

EA will:

- Partner with outside community organizations to provide additional mentoring and college and career supports for our students.
- Although we have a relatively small English Learner population, supporting those students through English Learner strategies in core classrooms and online platform work to increase skill.

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

\$4,139,850.00

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

\$695,329.00

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.

- Expenditures that are not included in the LCAP are primarily operational costs that contribute to schools overall function:
1. General certificated and classified salaries and benefits not otherwise specified in the LCAP (\$2.1 million)
 2. General supplies (\$37,000)
 3. Facilities costs and Building repairs & maintenance (\$571,000)
 4. Depreciation costs (\$134,000)
 5. Special Education Costs (\$512,000)
 6. General & Administrative Costs (\$117,000)

\$3,943,071.00

Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2016-17

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 number of students ready for college level coursework.

State and/or Local Priorities Addressed by this goal:

STATE	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	2	<input type="checkbox"/>	3	<input checked="" type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input checked="" type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

1. Increase API by target growth
2. Establish baseline on Smarter Balanced 11th grade Summative Assessment/EAP
3. Increase 5% of students designated ready for college coursework
4. Increase 5% of students scoring 3 or better on AP Tests
5. 90% or above appropriately credentialed teachers
6. CCSS Standards-Based Curriculum
7. 100% of students reach proficiency on CSP

ACTUAL

1. N/A no API given by CDE
2. Established baseline on Smarter Balanced 11th grade Summative Assessment/EAP [43% Literacy/16% Math]
3. 4% decrease in Literacy and 3% decrease of students designated ready for college coursework
4. 25.4% increase of students scoring 3 or better on AP Tests [38.4% total]
5. 100% or above appropriately credentialed teachers
6. Implemented CCSS Standards-Based Curriculum
7. 100% of students reached proficiency on CSP

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

Actions/Services

PLANNED
1. Establish API baseline

ACTUAL
Did not in lieu of API calculation not being assigned by CDE

Action	2		
Actions/Services		PLANNED Establish CAASPP/EAP baseline	ACTUAL Established CAASPP/EAP baseline
Action	3		
Actions/Services		PLANNED 2. b. Continue to administer CCSS/CAASPP aligned interim assessments, ie- Common Interim Assessments (CIAs)	ACTUAL Continued to administer CCSS/CAASPP aligned interim assessments, ie- Common Interim Assessments (CIAs)
Action	4		
Actions/Services		PLANNED 2. c. Offer PD to teachers and Train teachers in the use of a data protocol to use the data from the CIAs to inform instructional next steps.	ACTUAL Offered PD to teachers and Train teachers in the use of a data protocol to use the data from the CIAs to inform instructional next steps.
Expenditures		BUDGETED Professional Development, Teacher Stipends 1000-1999: Certificated Personnel Salaries \$22,000	ESTIMATED ACTUAL Professional Development, Teacher Stipends 1000-1999: Certificated Personnel Salaries \$22,000
Action	5		
Actions/Services		PLANNED 3. Continue implementation of College Spring SAT Test prep curriculum in 11th grade Advisory	ACTUAL Continued implementation of College Spring SAT Test prep curriculum in 11th grade Advisory
Action	6		
Actions/Services		PLANNED 4. Continue to offer all students AP courses and administer practice tests for these courses.	ACTUAL Continued to offer all students AP courses.
Action	7		
Actions/Services		PLANNED 5. a-Hire appropriately credentialed teachers	ACTUAL Hired mostly appropriately credentialed teachers
Expenditures		BUDGETED Principal 1000-1999: Certificated Personnel Salaries \$44,000	ESTIMATED ACTUAL Principal 1000-1999: Certificated Personnel Salaries \$44,000
Action	8		
Actions/Services		PLANNED	ACTUAL

<p>Expenditures</p>	<p>5. b Offer differential salaries for shortage areas of math, Science, Learning Specialists (Special Education credentialed), Spanish.</p> <p>BUDGETED Lead teachers \$2,500 per teacher 1000-1999: Certificated Personnel Salaries</p>	<p>Offered differential salaries for shortage areas of math, Science, Learning Specialists (Special Education credentialed), Spanish.</p> <p>ESTIMATED ACTUAL Lead teachers \$2,500 per teacher 1000-1999: Certificated Personnel Salaries</p>
<p>Action 9</p>	<p>PLANNED 6. a All core teachers will use and/or create Common Core aligned instructional materials.</p>	<p>ACTUAL All teachers used and/or created Common Core aligned instructional materials.</p>
<p>Action 10</p>	<p>PLANNED 6. b Teachers participate in PD around common core instructional strategies</p>	<p>ACTUAL Teachers participated in PD around common core instructional strategies</p>
<p>Expenditures</p>	<p>BUDGETED Professional Development,Teacher Stipends 1000-1999: Certificated Personnel Salaries \$22,000</p>	<p>ESTIMATED ACTUAL Professional Development,Teacher Stipends 1000-1999: Certificated Personnel Salaries \$22,000</p>
<p>Action 11</p>	<p>PLANNED 6.c Math and ELA coaching around common core instructional strategies</p>	<p>ACTUAL Implemented Math and Literacy coaching around common core instructional strategies</p>
<p>Action 12</p>	<p>PLANNED 7. a. Continue to implement 10th grade benchmark portfolio defense</p>	<p>ACTUAL Continued to implement 10th grade benchmark portfolio defense</p>
<p>Action 13</p>	<p>PLANNED 7. b. Provide teachers and students time to refine portfolio artifacts and their defense in an advisory period.</p>	<p>ACTUAL Provided teachers and students time to refine portfolio artifacts and their defense in an advisory period.</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.

We implemented the portfolio defense process, Benchmark Portfolio and College Success Portfolio for all 10th and 12th graders.
 We offered AP for all courses and all students were given the opportunity to take the exam.
 We implemented College Spring SAT support for all 11th graders.
 We implemented Restorative Justice training for all staff.

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

We believe in the BP/CSP process and how it prepares students; we are working to revise the system to be less burdensome for teachers.
 Student AP test scores are consistently low with the exception of AP Spanish.
 We have seen increased success in College Spring results this year as teachers have significantly invested and changed the curriculum.
 We continue to need further Restorative Justice and trauma-informed practice training for staff.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There are no material differences between Budgeted and Estimated Actuals.

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.

EA will continue to revise the current action items.

Annual Update

LCAP Year Reviewed: 2016-17

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	2: Develop a College-Going Culture that engages families and community members.
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State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input checked="" type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

1. 15% of parents/guardians give feedback on the LCAP by attending a FTC meeting or completing a survey
2. 85% of parents will attend 2 Student-Led Conferences a year
3. All students are able and expected to access PowerSchool public portal to monitor progress and set goals
4. All communication with parents/guardians will be translated
5. All students will complete a 2 or 4-year college application

ACTUAL

1. 10% of parents/guardians gave feedback on the LCAP by attending an FTC meeting or completing a survey
2. 90% of parents attended 2 Student-Led Conferences this year
3. All students were able and expected to access PowerSchool public portal to monitor progress and set goals
4. All communication with parents/guardians were translated
5. All students completed a 2 or 4-year college application

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								
Actions/Services	<table border="1" style="width: 100%;"> <tr> <td style="background-color: #d9ead3; text-align: center;">PLANNED</td> <td style="background-color: #d9ead3;">1. Facilitate Family Teacher Collaborative (FTC) meeting to review the LCAP with parents/families</td> <td style="background-color: #d9ead3; text-align: center;">ACTUAL</td> <td style="background-color: #d9ead3;">Facilitated Family Teacher Collaborative (FTC) meeting to review the LCAP with parents/families</td> </tr> <tr> <td style="background-color: #d9ead3; text-align: center;">BUDGETED</td> <td style="background-color: #d9ead3;">Parent Meetings 4000-4999: Books And Supplies \$350</td> <td style="background-color: #d9ead3; text-align: center;">ESTIMATED ACTUAL</td> <td style="background-color: #d9ead3;">Parent Meetings 4000-4999: Books And Supplies \$350</td> </tr> </table>	PLANNED	1. Facilitate Family Teacher Collaborative (FTC) meeting to review the LCAP with parents/families	ACTUAL	Facilitated Family Teacher Collaborative (FTC) meeting to review the LCAP with parents/families	BUDGETED	Parent Meetings 4000-4999: Books And Supplies \$350	ESTIMATED ACTUAL	Parent Meetings 4000-4999: Books And Supplies \$350
PLANNED	1. Facilitate Family Teacher Collaborative (FTC) meeting to review the LCAP with parents/families	ACTUAL	Facilitated Family Teacher Collaborative (FTC) meeting to review the LCAP with parents/families						
BUDGETED	Parent Meetings 4000-4999: Books And Supplies \$350	ESTIMATED ACTUAL	Parent Meetings 4000-4999: Books And Supplies \$350						
Expenditures									

Action	2		
Actions/Services		<p>PLANNED 2. a. Use tracking system to monitor Student-Led Conference attendance</p>	<p>ACTUAL Used google doc system to monitor Student-Led Conference attendance</p>
Action	3		
Actions/Services		<p>PLANNED 2. b. Send mailing home to parents about the conferences and include translation</p>	<p>ACTUAL Sent mailings home to parents about the conferences and included translation</p>
Action	4		
Actions/Services		<p>PLANNED 3. Ensure all students have access to the public portal and are setting goals.</p>	<p>ACTUAL Ensured all students have access to the public portal and are setting goals.</p>
Action	5		
Actions/Services		<p>PLANNED 4. a Prepare all documents mailed home in advance to ensure translation</p>	<p>ACTUAL EA Prepared all documents mailed home in advance to ensure translation</p>
Expenditures		<p>BUDGETED Printing 5800: Professional/Consulting Services And Operating Expenditures \$320</p>	<p>ESTIMATED ACTUAL Printing 5800: Professional/Consulting Services And Operating Expenditures \$320</p>
Action	6		
Actions/Services		<p>PLANNED 4. b. All meetings will be translated as needed</p>	<p>ACTUAL All meetings were translated as needed</p>
Expenditures		<p>BUDGETED Staff Translator \$5,000</p>	<p>ESTIMATED ACTUAL Staff Translator \$5,000</p>
Action	7		
Actions/Services		<p>PLANNED 5.a Seniors will complete at least one application in advisory</p>	<p>ACTUAL Seniors completed at least one application in advisory</p>
Action	8		
Actions/Services		<p>PLANNED 5. b. College counselor will meet with each senior</p>	<p>ACTUAL College counselor met with each senior</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.

College-going culture continues to be a strength. With local parcel tax funds, we hired an Associate College and Career Advisor to support lower division students and programming. We had a strong turn-out for Student-Led Conferences this year, increasing communication between students, families and teachers. Advisors emphasized and provided time for students to check grades regularly in PowerSchool and set goals. All Seniors completed a minimum of one college application.

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

We want to continue to build the capacity of our Associate College and Career Advisor. We will continue to learn lessons of what works and how to support advisors to do much of the college work with seniors during the college application process.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There are no material differences between Budgeted and Estimated Actuals.

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 new actions were added and we will continue to revise our strategies and implementation.

Annual Update

LCAP Year Reviewed: 2016-17

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	3: Provide an emotionally and physically safe learning environment.
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State and/or Local Priorities Addressed by this goal:

STATE	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	2	<input type="checkbox"/>	3	<input checked="" type="checkbox"/>	4	<input checked="" type="checkbox"/>	5	<input checked="" type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

1. Decrease % of students expelled to 1% or less
2. Increase ADA to 95% or above
3. Decrease Chronic Absenteeism by 5%
4. Increased Graduation Rate to 92.5%
5. Decrease Dropout Rate to 5% or less for Hispanic and 15% or less for African American
6. Increase in student and parent feelings of safety and school connectedness to 89% or above
7. Decrease Suspension Rate to 15% or below

ACTUAL

1. Decreased 0% of students expelled
2. Increase ADA to 93.4% [less than 1% decrease]
3. Chronic Absenteeism is 20% [9% increase]
4. Graduation Rate to 87.9% [2.4% decrease]
5. Decreased Dropout Rate to 4.5% for Hispanic and 10.5% for African American
6. Increase in student and parent feelings of safety and school connectedness to X% or above
7. Decrease Suspension Rate to estimated 10%

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		
Actions/Services	PLANNED 1. Implement the Code of Conduct (newly revised culture plan)	ACTUAL Implemented the Code of Conduct (newly revised culture plan)
Expenditures	BUDGETED	ESTIMATED ACTUAL

Principal \$22,000
1000-1999: Certificated Personnel Salaries

Principal \$22,000
1000-1999: Certificated Personnel Salaries

Action **2**

Actions/Services

PLANNED
2. Monitor attendance daily and send out attendance notifications/ SARB letters as students accumulate absences.

ACTUAL
Monitored attendance daily and send out attendance notifications/ SARB letters as students accumulate absences.

Expenditures

BUDGETED
Vice Principal \$36,250
Office Manager \$49,000
Tech Solutions \$10,000

ESTIMATED ACTUAL
Vice Principal \$36,250
Office Manager \$49,000
Tech Solutions \$10,000

Action **3**

Actions/Services

PLANNED
3. Monitor attendance daily and send out attendance notifications/ SARB letters as students accumulate absences.

ACTUAL
Monitored attendance daily and send out attendance notifications/ SARB letters as students accumulate absences.

Expenditures

BUDGETED
Vice Principal \$36,250
Office Manager \$49,000
Tech Solutions \$10,000

ESTIMATED ACTUAL
Vice Principal \$36,250
Office Manager \$49,000
Tech Solutions \$10,000

Action **4**

Actions/Services

PLANNED
4. Continue to implement interventions for Tier 2 and 3 students

ACTUAL
Continued to implement interventions for Tier 2 and 3 students

Action **5**

Actions/Services

PLANNED
5. Continue "Own-Up" Program that meets once a week in Advisory

ACTUAL
Continued "Own-Up" Program that meets once a week in Advisory

Action **6**

Actions/Services

PLANNED
6. Implement anti-bullying activities

ACTUAL
Implemented anti-bullying activities

Action **7**

Actions/Services	<p>PLANNED 6. b. address facilities issues in a timely manner to ensure the facility is in good repair</p>	<p>ACTUAL Addressed facilities issues in a timely manner to ensure the facility is in good repair</p>
Expenditures	<p>BUDGETED Vice Principal \$7,250 Maintenance \$14,500</p>	<p>ESTIMATED ACTUAL Vice Principal \$7,250 Maintenance \$14,500</p>
<p>Action 8</p>		
Actions/Services	<p>PLANNED</p>	<p>ACTUAL Implemented the Code of Conduct (newly revised culture plan)</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.

<p>Describe the overall implementation of the actions/services to achieve the articulated goal.</p>	<p>We significantly decreased our suspension and expulsion rate through school-wide Restorative Justice practices and building teacher capacity in classroom management and culturally responsive pedagogy. We increased the frequency of communication with families around chronically absent students and increased home visits for our most severe cases.</p>
<p>Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.</p>	<p>We were effective in decreasing our suspension rate. We have increased SART and SARB processes to address a growing chronic absence rate.</p>
<p>Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.</p>	<p>There are no material differences between Budgeted and Estimated Actuals.</p>
<p>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.</p>	<p>We are continuing to revise and refine our SART and SARB processes in order to address and decrease our chronic absenteeism rates.</p>

Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 4

Increase services and supports for our lowest performing students that include English Learners, African-American students, and students with special needs (IEP and 504).

State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input checked="" type="checkbox"/>	2	<input type="checkbox"/>	3	<input checked="" type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

- 52% of ELLs will score Early Advanced and Advanced on the CELDT
- Increase resignation of EL students by 5%
- Decrease the % of IEP students receiving NC's to 5% or below

ACTUAL

- 63.6% of ELLs will score Early Advanced and Advanced on the CELDT
- Increase resignation of EL students by 47%
- 24% of IEP students are receiving at least one NC's [17% last 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

Actions/Services

PLANNED
1. Continue to coach staff on implementation of ELL strategies

ACTUAL
Continued to coach staff on implementation of ELL strategies

Action 2

Actions/Services

PLANNED
2. Administer Accelerated Reader STAR assessments.

ACTUAL
Administered Accelerated Reader STAR assessments 3 times

Expenditures	BUDGETED AR/STAR 4000-4999: Books And Supplies \$3,000	ESTIMATED ACTUAL AR/STAR 4000-4999: Books And Supplies \$3,000
Action	3	
Actions/Services	PLANNED 3. Learning Specialists meet weekly with teachers to modify curriculum and make accommodations for students with special needs.	ACTUAL Learning Specialists met weekly with teachers to modify curriculum and make accommodations for students with special needs.
Expenditures	BUDGETED Learning Specialists 1000-1999: Certificated Personnel Salaries \$172,000	ESTIMATED ACTUAL Learning Specialists 1000-1999: Certificated Personnel Salaries \$172,000
Action	4	
Actions/Services	PLANNED 4. Purchase personalized learning systems to support blended learning in Math	ACTUAL Purchased IXL to support blended learning in Math

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 administered the STAR Reading Assessment three times with students and analyzed that data with teachers. We implemented IXL - an online platform to support skill building in math. Learning Specialists met weekly with teachers to modify curriculum and supports students with an IEP in their classrooms. We coached teachers to implement strategies for ELLs in their classroom.

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

We had a higher needs population of IEP students this year and worked to provide appropriate interventions and supports.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There are no material differences between Budgeted and Estimated Actuals.

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 are continuing to refine our process and actions to differentiate support for IEP students, ELLs and African American students.

Stakeholder Engagement

LCAP Year

2017–18 2018–19 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?

Envision Academy notified parents through written invitation and phone calls home and held a Parent Advisory Council meeting in April. At the April 14th Family & Teacher Collaborative (FTC), the principal of Envision Academy engaged families in reviewing the goals and LCAP Plan. Written feedback from parents was charted and then used to revise the plan. The site LCAP leadership teams then responded in writing to comments from the FTC.

The principal then shared the revised draft of the LCAP plan with the leadership team at Envision Academy. Based on parent, teacher, and principal feedback, the leadership teams finalized Envision Academy's LCAP plans and re-submitted them to the Support Office for review and for preparation for a June Board presentation.

Time-line for Envision Education's LCAP Process:

March - SO Lead Team prepares Envision's LCAP template

April - Board and Principals review Envision's LCAP Template

April/May - LCAP Community Meetings at Sites. SO support to sites

June - Site teams finalize LCAPs. Board approves site's LCAP

July - Support Office submits Envision's LCAP to our Authorizers

All activities performed in 2016-17 will continue. In 2017-18, an LCAP survey/family meeting will continue to be administered to gain feedback and the new template will be used.

IMPACT ON LCAP AND ANNUAL UPDATE

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

During the April Family Teacher Collaborative meeting, the Principal of Envision Academy did a presentation to teach families about LCFF funding and the LCAP process.

There was an even distribution of Latino and African-American parents, and also had some Spanish-speaking families attend. In addition, we had parents of students with special needs present.

After the presentation, families were able to ask clarifying questions. Families were then able to break into self-selecting groups around our four goals. They rotated between the four goals and gave feedback on what was working in those goals and what Envision Academy could improve on.

Below are some strengths and areas of growth provided by families to Envision Academy's LCAP:

Strengths:

- New Student-Led Conferences

- Improved communication: emails, texts, calls
- Advisory support
- Graduates completing A-G requirements
- Counseling services
- Increased Restorative Justice practices
- Learning Center services all day
- Effectively address student concerns
- Have an academic plan
- College-going culture and support for students and families in the college application process
- Small intimate environment
- Teacher/Student relationships
- Office Hours weekly for students

Growth Areas:

- More support for struggling students
- Involving parents earlier in the College conversations
- Peer tutoring
- Meditation/Mindfulness for Stress Management
- Establishing an African American Club
- More money and support for extracurricular things

For 2017-18, Envision will continue student-led conferences to prepare students for college and build intellectual agency.

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.

New
 Modified
 Unchanged

Goal 1

Increase the number of students ready for college level coursework.

[State and/or Local Priorities Addressed by this goal:](#)

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL

[Identified Need](#)

To increase performance on statewide assessments.
 To improve student engagement ownership of educational experience through critical thinking, and communication and collaboration and development of growth mindset.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CAASPP SBAC Results	ELA: 44% Math: 11%	Increase CASSPP SBAC who met or exceeded in Literacy to 52% and 15% in Math.	Increase percent of students who score met or exceeded on the CAASPP SBAC by 57% In Literacy and 19% in Math.	Increase percent of students who score met or exceeded on the CAASPP SBAC in Literacy to 62% and 23% in Math.
EAP Results	ELA: 14% Math: 0%	Increase 5% of students designated ready for college coursework	Increase 7% of students designated ready for college coursework.	Increase 10% of students designated ready for college coursework.
AP 3+ Scores	38.4% of students scored 3 or better	Increase % of students scoring 3 or better on AP Tests by 5%	Increase% of students scoring 3 or better on AP Tests by 5%	Increase% of students scoring 3 or better on AP Tests by 5%
Credentialed Teachers	100% of teachers are credentialed	90% or above appropriately credentialed teachers	90% or above appropriately credentialed teachers	90% or above appropriately credentialed teachers
CCSS and NGSS Curriculum	100% of teachers use CCSS and NGSS Standards-Based Curriculum	100% of teachers will use CCSS and NGSS Standards-Based Curriculum	100% of teachers will use CCSS and NGSS Standards-Based Curriculum	100% of teachers will use CCSS and NGSS Standards-Based Curriculum

College Success Portfolio (CSP)	100% of students pass CSP	100% of students reach proficiency on CSP	100% of students reach proficiency on CSP	100% of students reach proficiency on CSP

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 All Students with Disabilities

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

1. Increase students meeting or exceeding the standard in Literacy to 52% and 15% in Math.

2018-19

New Modified Unchanged

Increase percent of students who score met or exceeded on the CAASPP SBAC by 57% In Literacy and 19% in Math.

2019-20

New Modified Unchanged

Increase percent of students who score met or exceeded on the CAASPP SBAC in Literacy to 62% and 23% in Math.

BUDGETED EXPENDITURES

2017-18

Amount \$9,200

2018-19

Amount \$9,200

2019-20

Amount \$9,200

Source Supplemental and Concentration

Budget Reference 5800: Professional/Consulting Services And Operating Expenditures Tech Solutions

Source Supplemental and Concentration

Budget Reference 5800: Professional/Consulting Services And Operating Expenditures Tech Solutions

Source Supplemental and Concentration

Budget Reference 5800: Professional/Consulting Services And Operating Expenditures Tech Solutions

Action **2**

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

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Continue to administer CCSS/CAASPP aligned interim assessments, ie- Common Interim Assessments (CIAs)

2018-19

New Modified Unchanged

Continue to administer CCSS/CAASPP aligned interim assessments, ie- Common Interim Assessments (CIAs)

2019-20

New Modified Unchanged

Continue to administer CCSS/CAASPP aligned interim assessments, ie- Common Interim Assessments (CIAs)

BUDGETED EXPENDITURES

2017-18

Amount 3,000

Source Supplemental and Concentration

2018-19

Amount 3,000

Source Supplemental and Concentration

2019-20

Amount 3,000

Source Supplemental and Concentration

Budget Reference 5000-5999: Services And Other Operating Expenditures Illuminate Software

Budget Reference 5000-5999: Services And Other Operating Expenditures Illuminate Software

Budget Reference 5000-5999: Services And Other Operating Expenditures Illuminate Software

Action **3**

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

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Track teachers use of CIA data to inform instructional next steps.

2018-19

New Modified Unchanged

Track teachers use of CIA data to inform instructional next steps.

2019-20

New Modified Unchanged

Track teachers use of CIA data to inform instructional next steps.

BUDGETED EXPENDITURES

2017-18

Budget Reference Lead Teachers

2018-19

Budget Reference Lead Teachers

2019-20

Budget Reference Lead Teachers

Action **4**

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

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Continue implementation of College Spring SAT Test prep curriculum in 11th grade Advisory

2018-19

New Modified Unchanged

Continue implementation of SAT Test prep curriculum in 11th grade Advisory

2019-20

New Modified Unchanged

Continue implementation of SAT Test prep curriculum in 11th grade Advisory

BUDGETED EXPENDITURES

2017-18

Amount	\$16,000
Source	Other
Budget Reference	5000-5999: Services And Other Operating Expenditures College Spring Program

2018-19

Amount	\$16,000
Source	Other
Budget Reference	5000-5999: Services And Other Operating Expenditures College Spring Program

2019-20

Amount	\$16,000
Source	Other
Budget Reference	5000-5999: Services And Other Operating Expenditures College Spring Program

Action **5**

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

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Continue to offer all students AP courses and administer practice tests for these courses.

2018-19

New Modified Unchanged

Continue to offer all students AP courses and administer practice tests for these courses.

2019-20

New Modified Unchanged

Continue to offer all students AP courses and administer practice tests for these courses.

BUDGETED EXPENDITURES

2017-18

Amount \$6,000
 Source Supplemental and Concentration
 Budget Reference 5000-5999: Services And Other Operating Expenditures AP Test Fees

2018-19

Amount \$6,000
 Source Supplemental and Concentration
 Budget Reference 5000-5999: Services And Other Operating Expenditures AP Test Fees

2019-20

Amount \$6,000
 Source Supplemental and Concentration
 Budget Reference 5000-5999: Services And Other Operating Expenditures AP Test Fees

Action **6**

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

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served

- English Learners Foster Youth Low Income

Scope of Services

- LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

- All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

- New Modified Unchanged

Hire appropriately credentialed teachers

2018-19

- New Modified Unchanged

Hire appropriately credentialed teachers

2019-20

- New Modified Unchanged

Hire appropriately credentialed teachers

BUDGETED EXPENDITURES

2017-18

Amount	\$7,550
Source	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures REACH/New Leaders - Subsidized Credential Programs

2018-19

Amount	\$7,550
Source	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures REACH/New Leaders - Subsidized Credential Programs

2019-20

Amount	\$7,550
Source	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures REACH/New Leaders - Subsidized Credential Programs

Action **7**

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

Students to be Served

- All Students with Disabilities

Location(s)

- All Schools Specific Schools: Specific Grade spans:

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Offer differential salaries for shortage areas of math, Science, Learning Specialists (Special Education credentialed), Spanish.

2018-19

New Modified Unchanged

Offer differential salaries for shortage areas of math, Science, Learning Specialists (Special Education credentialed), Spanish.

2019-20

New Modified Unchanged

5. b Offer differential salaries for shortage areas of math, Science, Learning Specialists (Special Education credentialed), Spanish.

BUDGETED EXPENDITURES

2017-18

Amount	\$32,500
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Shortage Area stipend

2018-19

Amount	\$32,500
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Shortage Area stipend

2019-20

Amount	\$32,500
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Shortage Area stipend

Action **8**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/>
<u>Location(s)</u>	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

All core teachers will use and/or create Common Core aligned instructional materials.

2018-19

New Modified Unchanged

All core teachers will use and/or create Common Core aligned instructional materials.

2019-20

New Modified Unchanged

All core teachers will use and/or create Common Core aligned instructional materials.

BUDGETED EXPENDITURES

2017-18

Amount \$12,000

Source Supplemental and Concentration

Budget Reference 4000-4999: Books And Supplies
Books/Textbooks/Materials

2018-19

Amount \$12,000

Source Supplemental and Concentration

Budget Reference 4000-4999: Books And Supplies
Books/Textbooks/Materials

2019-20

Amount \$12,000

Source Supplemental and Concentration

Budget Reference 4000-4999: Books And Supplies
Books/Textbooks/Materials

Action **9**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/>
<u>Location(s)</u>	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

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

[Students to be Served](#) English Learners Foster Youth Low Income

[Scope of Services](#) LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Teachers participate in PD around common core instructional strategies

2018-19

New Modified Unchanged

Teachers participate in PD around common core instructional strategies

2019-20

New Modified Unchanged

Teachers participate in PD around common core instructional strategies

BUDGETED EXPENDITURES

2017-18

Amount	\$42,825
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Teacher Stipends for Professional Development

2018-19

Amount	\$42,825
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Teacher Stipends for Professional Development

2019-20

Amount	\$42,825
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Teacher Stipends for Professional Development

Action **10**

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

[Students to be Served](#) All Students with Disabilities

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

OR

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

[Students to be Served](#) English Learners Foster Youth Low Income

[Scope of Services](#) LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

6.c Math and ELA coaching around common core instructional strategies

2018-19

New Modified Unchanged

Math and ELA coaching around common core instructional strategies

2019-20

New Modified Unchanged

Math and ELA coaching around common core instructional strategies

BUDGETED EXPENDITURES

2017-18

Amount	\$38,000
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries for Math Coaches and Induction Program

2018-19

Amount	\$38,000
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries for Math Coaches and Induction Program

2019-20

Amount	\$38,000
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries for Math Coaches and Induction Program

Action **11**

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

[Students to be Served](#) All Students with Disabilities

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Continue to implement 10th grade benchmark portfolio defense

2018-19

New Modified Unchanged

Continue to implement 10th grade benchmark portfolio defense

2019-20

New Modified Unchanged

Continue to implement 10th grade benchmark portfolio defense

BUDGETED EXPENDITURES

2017-18

Amount \$5,200
 Source Supplemental and Concentration
 Budget Reference 4000-4999: Books And Supplies
 BrightSpace Software (LMS/e-portfolio)

2018-19

Amount \$5,200
 Source Supplemental and Concentration
 Budget Reference 4000-4999: Books And Supplies
 BrightSpace Software (LMS/e-portfolio)

2019-20

Amount \$5,200
 Source Supplemental and Concentration
 Budget Reference 4000-4999: Books And Supplies
 BrightSpace Software (LMS/e-portfolio)

Action **12**

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

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

[Scope of Services](#)

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

All Schools Specific Schools: Specific Grade spans:

[ACTIONS/SERVICES](#)

2017-18

New Modified Unchanged

Provide teachers and students time to refine portfolio artifacts and their defense in an advisory period to successfully complete BP and CSP

2018-19

New Modified Unchanged

Provide teachers and students time to refine portfolio artifacts and their defense in an advisory period to successfully complete BP and CSP

2019-20

New Modified Unchanged

Provide teachers and students time to refine portfolio artifacts and their defense in an advisory period to successfully complete BP and CSP

[BUDGETED EXPENDITURES](#)

2017-18

2018-19

2019-20

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.

New
 Modified
 Unchanged

Goal 2

Develop a College-Going Culture that engages families and community members.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL

Identified Need

All students including first generation students benefit from college-going culture
 Metric: LCAP Review Meeting Attendance, Family Conference Attendance, Translated communication, College Application completion

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
LCAP Review Meetings	10% of parents/guardians gave feedback on the 17-18 LCAP	15% of parents/guardians give feedback on the LCAP by attending a FTC meeting or completing a survey	18% of parents/guardians give feedback on the LCAP by attending a FTC meeting or completing a survey	21% of parents/guardians give feedback on the LCAP by attending a FTC meeting or completing a survey
Student-Led Conference Attendance	90% of parents attended Family Conferences	92% of parents will attend 2 Student-Led conferences a year	93% of parents will attend 2 Student-Led conferences a year	94% of parents will attend 2 Student-Led conferences a year
PowerSchool Access	100% of students access PowerSchool in Advisory	All students are able and expected to access PowerSchool public portal to monitor progress and set goals	All students are able and expected to access PowerSchool public portal to monitor progress and set goals	All students are able and expected to access PowerSchool public portal to monitor progress and set goals
Translation services	All communication with parents/guardians will be translated	All communication with parents/guardians will be translated	All communication with parents/guardians will be translated	All communication with parents/guardians will be translated
College Applications	All students will complete a 2 or 4-year college application	All students will complete a 2 or 4-year college application	All students will complete a 2 or 4-year college application	All students will complete a 2 or 4-year college application

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:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/>
<u>Location(s)</u>	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Continue to facilitate FTC meeting to review the LCAP with parents/families	Continue to facilitate FTC meeting to review the LCAP with parents/families	Continue to facilitate FTC meeting to review the LCAP with parents/families

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$350	Amount: \$350	Amount: 350
Source: Supplemental and Concentration	Source: Supplemental and Concentration	Source: Supplemental and Concentration
Budget Reference: 4000-4999: Books And Supplies Parent Meeting Materials	Budget Reference: 4000-4999: Books And Supplies Parent Meeting Materials	Budget Reference: 4000-4999: Books And Supplies Parent Meeting Materials

Action **2**

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

Students to be Served	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities
Location(s)	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: <input type="checkbox"/> Specific Grade spans:

OR

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

Students to be Served	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
Scope of Services	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Location(s)	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Continue to monitor Family conference attendance

2018-19

New Modified Unchanged

Continue to monitor Family conference attendance

2019-20

New Modified Unchanged

Continue to monitor Family conference attendance

BUDGETED EXPENDITURES

2017-18

Amount	\$13,500
Source	Base
Budget Reference	2000-2999: Classified Personnel Salaries School Manager

2018-19

Amount	\$13,500
Source	Base
Budget Reference	2000-2999: Classified Personnel Salaries School Manager

2019-20

Amount	\$13,500
Source	Base
Budget Reference	2000-2999: Classified Personnel Salaries School Manager

Action **3**

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

Students to be Served	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/>
Location(s)	<input checked="" type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: <input type="checkbox"/> Specific Grade spans:

OR

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

Students to be Served	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
Scope of Services	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Location(s)	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: <input type="checkbox"/> Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Continue to send mailing home and School Messenger Calls to parents about the conferences and include translation

2018-19

New Modified Unchanged

Continue to send mailing home and School Messenger Calls to parents about the conferences and include translation

2019-20

New Modified Unchanged

Continue to send mailing home and School Messenger Calls to parents about the conferences and include translation

BUDGETED EXPENDITURES

2017-18

Amount	\$13,500
Source	Base
Budget Reference	2000-2999: Classified Personnel Salaries Staff Translator
Budget Reference	SchoolMessenger

2018-19

Amount	\$13,500
Source	Base
Budget Reference	2000-2999: Classified Personnel Salaries Staff Translator
Budget Reference	SchoolMessenger

2019-20

Amount	\$13,500
Source	Base
Budget Reference	2000-2999: Classified Personnel Salaries Staff Translator
Budget Reference	SchoolMessenger

Action **4**

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

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Ensure all students have access to the public portal and are setting goals.

2018-19

New Modified Unchanged

Ensure all students have access to the public portal and are setting goals.

2019-20

New Modified Unchanged

Ensure all students have access to the public portal and are setting goals.

BUDGETED EXPENDITURES

2017-18

Amount	\$1,750
Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies PowerSchool Student Information System

2018-19

Amount	\$1,750
Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies PowerSchool Student Information System

2019-20

Amount	\$1,750
Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies PowerSchool Student Information System

Action **5**

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

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Continue to prepare all documents mailed home one week in advance to ensure translation

2018-19

New Modified Unchanged

Continue to prepare all documents mailed home one week in advance to ensure translation

2019-20

New Modified Unchanged

Continue to prepare all documents mailed home one week in advance to ensure translation

BUDGETED EXPENDITURES

2017-18

Amount	\$350
Source	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Printing/Copier

2018-19

Amount	\$350
Source	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Printing/Copier

2019-20

Amount	\$350
Source	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Printing/Copier

Action **6**

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

[Students to be Served](#) All Students with Disabilities

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

OR

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

[Students to be Served](#) English Learners Foster Youth Low Income

[Scope of Services](#) LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Continue to translate all meetings

2018-19

New Modified Unchanged

Continue to translate all meetings

2019-20

New Modified Unchanged

Continue to translate all meetings

BUDGETED EXPENDITURES

2017-18

Amount	\$13,500
Source	Base
Budget Reference	2000-2999: Classified Personnel Salaries Staff Translator

2018-19

Amount	\$13,500
Source	Base
Budget Reference	2000-2999: Classified Personnel Salaries Staff Translator

2019-20

Amount	\$13,500
Source	Base
Budget Reference	2000-2999: Classified Personnel Salaries Staff Translator

Action **7**

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

[Students to be Served](#) All Students with Disabilities

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

OR

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

[Students to be Served](#) English Learners Foster Youth Low Income

[Scope of Services](#) LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Continue to have seniors complete applications in advisory, monitored by College Counselor

2018-19

New Modified Unchanged

Continue to have seniors complete applications in advisory, monitored by College Counselor

2019-20

New Modified Unchanged

Continue to have seniors complete applications in advisory, monitored by College Counselor

BUDGETED EXPENDITURES

2017-18

Amount	\$29,900
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries College Advisor

2018-19

Amount	\$29,900
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries College Advisor

2019-20

Amount	\$29,900
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries College Advisor

Action **8**

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

[Students to be Served](#) All Students with Disabilities

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

OR

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

[Students to be Served](#)

- English Learners Foster Youth Low Income

[Scope of Services](#)

- LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

- All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

- New Modified Unchanged

Continue to have seniors meet with College Advisor

2018-19

- New Modified Unchanged

Continue to have seniors meet with College Advisor

2019-20

- New Modified Unchanged

Continue to have seniors meet with College Advisor

BUDGETED EXPENDITURES

2017-18

Amount	\$29,900
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries College Advisor

2018-19

Amount	\$29,900
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries College Advisor

2019-20

Amount	\$29,900
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries College Advisor

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.

New
 Modified
 Unchanged

Goal 3

Provide an emotionally and physically safe learning environment.

[State and/or Local Priorities Addressed by this goal:](#)

STATE	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	2	<input type="checkbox"/>	3	<input checked="" type="checkbox"/>	4	<input checked="" type="checkbox"/>	5	<input checked="" type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

[Identified Need](#)

Every student needs a safe environment to learn.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Expulsion Rates	0% Expulsion Rate	Decrease expelled students to 1% or less	Decrease expelled students to 1% or less	Decrease expelled students to 1% or less
Suspension Rates	14% Suspension Rate	Decrease Suspension Rate to 13% or below	Decrease Suspension Rate to 11% or below	Decrease Suspension Rate to 9% or below
Chronic Absenteeism	Chronic Absenteeism is 20%	Decrease Chronic Absenteeism by 4%	Decrease Chronic Absenteeism by 3%	Decrease Chronic Absenteeism by 3%
Graduation Rates	Graduation Rate to 87.9%	Increase Graduation Rate to 90.5%	Increase Graduation Rate to 91%	Increase Graduation Rate to 92%
Dropout Rates	Decreased Dropout Rate to 4.5% for Hispanic and 10.5% for African American	Decrease Dropout Rate to 4% or less for Hispanic and 10% or less for African American	Decrease Dropout Rate to 4% or less for Hispanic and 10% or less for African American	Decrease Dropout Rate to 4% or less for Hispanic and 10% or less for African American
Parent Surveys	parent feelings of safety and school connectedness to X% or above	Increase in parent feelings of safety and school connectedness to 89% or above	Increase in parent feelings of safety and school connectedness to 89% or above	Increase in parent feelings of safety and school connectedness to 89% or above
Student Surveys	75% student feelings of safety and school connectedness not collected	Increase in student feelings of safety and school connectedness to 89% or above	Increase in student feelings of safety and school connectedness to 89% or above	Increase in student feelings of safety and school connectedness to 89% or above

ADA	93.4% Average Daily Attendance	Increase ADA to 95% or above	Increase ADA to 95.5% or above	Increase ADA to 96% or above
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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:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/>
<u>Location(s)</u>	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Continue implementation of the Code of Conduct	Continue implementation of the Code of Conduct	Continue implementation of the Code of Conduct

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$21,000	Amount: \$21,000	Amount: \$21,000
Source: Base	Source: Base	Source: Base

Budget Reference 2000-2999: Classified Personnel Salaries Dean of Students

Budget Reference 2000-2999: Classified Personnel Salaries Dean of Students

Budget Reference 2000-2999: Classified Personnel Salaries Dean of Students

Action **2**

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

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Monitor attendance daily and send out attendance notifications/ SARB letters as students accumulate absences.

2018-19

New Modified Unchanged

Monitor attendance daily and send out attendance notifications/ SARB letters as students accumulate absences.

2019-20

New Modified Unchanged

Monitor attendance daily and send out attendance notifications/ SARB letters as students accumulate absences.

BUDGETED EXPENDITURES

2017-18

Amount \$1,750

Source Supplemental and Concentration

Budget Reference 4000-4999: Books And Supplies

2018-19

Amount \$1,750

Source Supplemental and Concentration

Budget Reference 4000-4999: Books And Supplies

2019-20

Amount \$1,750

Source Supplemental and Concentration

Budget Reference 4000-4999: Books And Supplies

	PowerSchool Student Information System		PowerSchool Student Information System		PowerSchool Student Information System
Amount	\$13,500	Amount	\$13,500	Amount	\$13,500
Source	Base	Source	Base	Source	Base
Budget Reference	2000-2999: Classified Personnel Salaries Office Manager	Budget Reference	2000-2999: Classified Personnel Salaries Office Manager	Budget Reference	2000-2999: Classified Personnel Salaries Office Manager

Action **3**

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

[Students to be Served](#) All Students with Disabilities

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

OR

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

[Students to be Served](#) English Learners Foster Youth Low Income

[Scope of Services](#) LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

[ACTIONS/SERVICES](#)

2017-18

New Modified Unchanged

Monitor attendance daily and send out attendance notifications/ SARB letters as students accumulate absences.

2018-19

New Modified Unchanged

Monitor attendance daily and send out attendance notifications/ SARB letters as students accumulate absences.

2019-20

New Modified Unchanged

Monitor attendance daily and send out attendance notifications/ SARB letters as students accumulate absences.

[BUDGETED EXPENDITURES](#)

2017-18

2018-19

2019-20

Budget Reference SchoolMessenger

Budget Reference SchoolMessenger

Budget Reference SchoolMessenger

Action **4**

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

[Students to be Served](#) All Students with Disabilities

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

OR

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

[Students to be Served](#) English Learners Foster Youth Low Income

[Scope of Services](#) LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

Continue to implement interventions for Tier 2 and 3 students

Continue to implement interventions for Tier 2 and 3 students

Continue to implement interventions for Tier 2 and 3 students

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Budget Reference Learning Specialist delivered PD

Budget Reference Learning Specialist delivered PD

Budget Reference Learning Specialist delivered PD

Action **5**

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

[Students to be Served](#) All Students with Disabilities

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

OR

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

[Students to be Served](#) English Learners Foster Youth Low Income

[Scope of Services](#) LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Continue implementation of "Own-Up" Program

2018-19

New Modified Unchanged

Continue implementation of "Own-Up" Program

2019-20

New Modified Unchanged

Continue implementation of "Own-Up" Program

BUDGETED EXPENDITURES

2017-18

Amount	\$21,000
Source	Base
Budget Reference	2000-2999: Classified Personnel Salaries Dean of Students

2018-19

Amount	\$21,000
Source	Base
Budget Reference	2000-2999: Classified Personnel Salaries Dean of Students

2019-20

Amount	\$21,000
Source	Base
Budget Reference	2000-2999: Classified Personnel Salaries Dean of Students

Action **6**

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

[Students to be Served](#) All Students with Disabilities

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Implement anti-bullying activities including cyber bullying

2018-19

New Modified Unchanged

Implement anti-bullying activities including cyber bullying

2019-20

New Modified Unchanged

Implement anti-bullying activities including cyber bullying

BUDGETED EXPENDITURES

2017-18

Amount \$250

Source Supplemental and Concentration

Budget Reference 4000-4999: Books And Supplies
Community Meeting

2018-19

Amount \$250

Source Supplemental and Concentration

Budget Reference 4000-4999: Books And Supplies
Community Meeting

2019-20

Amount \$250

Source Supplemental and Concentration

Budget Reference 4000-4999: Books And Supplies
Community Meeting

Action **7**

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

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Address facilities issues in a timely manner to ensure the facility is in good repair

2018-19

New Modified Unchanged

Address facilities issues in a timely manner to ensure the facility is in good repair

2019-20

New Modified Unchanged

Address facilities issues in a timely manner to ensure the facility is in good repair

BUDGETED EXPENDITURES

2017-18

Amount \$15,000

Source Supplemental and Concentration

Budget Reference 5000-5999: Services And Other Operating Expenditures Facilities Maintenance

2018-19

Amount \$15,000

Source Supplemental and Concentration

Budget Reference 5000-5999: Services And Other Operating Expenditures Facilities Maintenance

2019-20

Amount \$15,000

Source Supplemental and Concentration

Budget Reference 5000-5999: Services And Other Operating Expenditures Facilities Maintenance

Action **8**

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

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

[Students to be Served](#)

English Learners Foster Youth Low Income

[Scope of Services](#)

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

All Schools Specific Schools: Specific Grade spans:

[ACTIONS/SERVICES](#)

2017-18

New Modified Unchanged

Implement the Code of Conduct (newly revised culture plan) and increase restorative practices

2018-19

New Modified Unchanged

Implement the Code of Conduct (newly revised culture plan) and increase restorative practices

2019-20

New Modified Unchanged

Implement the Code of Conduct (newly revised culture plan) and increase restorative practices

[BUDGETED EXPENDITURES](#)

2017-18

Budget Reference Restorative Justice PD

2018-19

Budget Reference Restorative Justice PD

2019-20

Budget Reference Restorative Justice PD

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.

New
 Modified
 Unchanged

Goal 4

Increase services and supports for our lowest performing students that include English Learners, African-American students, and students with special needs (IEP and 504).

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL

Identified Need

Our lowest performing students need additional targeted support

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CELDT/ELPAC Performance	63.6% Early Advanced or Advanced (Proficient)	60% of ELLs will score Early Advanced and Advanced on the CELDT	60% of ELLs will score Early Advanced and Advanced on the CELDT	60% of ELLs will score Early Advanced and Advanced on the CELDT
RFEP Rates	47% of ELs were reclassified	Increase resignation of EL students to 50% annually	Increase resignation of EL students to 50% annually	Increase resignation of EL students to 50% annually
IEP Student Course Completion	19% of IEP students NC'd one more classes in S1	Decrease the % of IEP students receiving NC's to 10% or below	Decrease the % of IEP students receiving NC's to 9% or below	Decrease the % of IEP students receiving NC's to 8% or below

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
 All
 Students with Disabilities

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

1. Continue to coach staff on implementation of ELL strategies

2018-19

New Modified Unchanged

Continue to coach staff on implementation of ELL strategies

2019-20

New Modified Unchanged

Continue to coach staff on implementation of ELL strategies

BUDGETED EXPENDITURES

2017-18

Amount	\$138,000
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries SDAIE Professional Development

2018-19

Amount	\$138,000
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries SDAIE Professional Development

2019-20

Amount	\$138,000
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries SDAIE Professional Development

Action **2**

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

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served

- English Learners Foster Youth Low Income

Scope of Services

- LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

- All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

- New Modified Unchanged

Administer Accelerated Reader STAR assessment to measure Reading Levels

2018-19

- New Modified Unchanged

Administer Accelerated Reader STAR assessment to measure Reading Levels

2019-20

- New Modified Unchanged

Administer Accelerated Reader STAR assessment to measure Reading Levels

BUDGETED EXPENDITURES

2017-18

Amount \$3,000

Source Supplemental and Concentration

Budget Reference 4000-4999: Books And Supplies Renaissance Learning (AR/STAR)

2018-19

Amount \$3,000

Source Supplemental and Concentration

Budget Reference 4000-4999: Books And Supplies Renaissance Learning (AR/STAR)

2019-20

Amount \$3,000

Source Supplemental and Concentration

Budget Reference 4000-4999: Books And Supplies Renaissance Learning (AR/STAR)

Action **3**

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

Students to be Served

- All Students with Disabilities

Location(s)

- All Schools Specific Schools: Specific Grade spans:

OR

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

[Students to be Served](#) English Learners Foster Youth Low Income

[Scope of Services](#) LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Continue to have Learning Specialists meet weekly with teachers to modify curriculum and make accommodations for students with special needs.

2018-19

New Modified Unchanged

Continue to have Learning Specialists meet weekly with teachers to modify curriculum and make accommodations for students with special needs.

2019-20

New Modified Unchanged

Continue to have Learning Specialists meet weekly with teachers to modify curriculum and make accommodations for students with special needs.

BUDGETED EXPENDITURES

2017-18

Amount	\$206,000
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Learning Specialists

2018-19

Amount	\$206,000
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Learning Specialists

2019-20

Amount	\$206,000
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Learning Specialists

Action **4**

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

[Students to be Served](#) All Students with Disabilities

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

OR

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

[Students to be Served](#)

English Learners Foster Youth Low Income

[Scope of Services](#)

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Purchase personalized learning systems to support blended learning in Math

2018-19

New Modified Unchanged

Purchase personalized learning systems to support blended learning in Math

2019-20

New Modified Unchanged

Purchase personalized learning systems to support blended learning in Math

BUDGETED EXPENDITURES

2017-18

Amount	\$804
Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies IXL software

2018-19

Amount	\$804
Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies IXL software

2019-20

Amount	\$804
Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies IXL software

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year 2017–18 2018–19 2019–20

Estimated Supplemental and Concentration Grant Funds: \$176,068

Percentage to Increase or Improve Services: 4.67%

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](#)).

Approximately \$176,068 of LCFF revenues are derived from Supplemental and Concentration Grants was allocated to Envision Academy. These funds will be expended in a school-wide manner because the school’s unduplicated pupil count as a percent of enrollment exceeds the 40 percent threshold required to expend funds school-wide. These funds are supporting school staffing, intervention specialists, instructional coaching, college counseling support, social/emotional counseling support, technology, instructional materials, books, and other supports that meet the needs of these students.

The minimum proportionality percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils is 4.6%. This proportionality percentage will be met through a combination of targeting the increased LCFF funds towards supports that disproportionately target unduplicated pupils and through improving the effectiveness of the intervention support already provided.

Revised Local Control and Accountability Plan and Annual Update Template Instructions

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. For school districts and county offices of education, the LCAP is a three-year plan which is reviewed and updated in the second and third years of the plan. 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 Education Code. 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, mark the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, mark 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. 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. Education Code 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. Education Code requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, Education Code 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, mark 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, mark 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

Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. 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 contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services 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 checking “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is checked, 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 indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark “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 selecting “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.

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 scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must select one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, place a check mark next to “Limited to Student Groups”.

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 mark “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 selecting “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:

- Check “New” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Check “Modified” 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.
- Check “Unchanged” 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 check “Unchanged” 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 *Education Code* 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 mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section 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 5 CCR 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 15496(a)(7).

Consistent with the requirements of 5 CCR 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 for English Language Arts
 - b. Mathematics – Common Core State Standards for Mathematics
 - c. English Language Development
 - 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 UC or 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 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. A broad course of study including courses described under 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 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 *Education Code* 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 *California Code of Regulations*, title 5, 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 *Education Code* 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 *Education Code* 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 *Education Code* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *Education Code* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 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 *Education Code* sections 42238.01 and bgroups as defined in 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 *Education Code* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *Education Code* 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?

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	502,920.00	502,920.00	695,329.00	695,329.00	695,329.00	2,085,987.00
	502,920.00	502,920.00	0.00	0.00	0.00	0.00
Base	0.00	0.00	361,800.00	361,800.00	361,800.00	1,085,400.00
Other	0.00	0.00	16,000.00	16,000.00	16,000.00	48,000.00
Supplemental and Concentration	0.00	0.00	279,529.00	279,529.00	279,529.00	838,587.00
Title I	0.00	0.00	38,000.00	38,000.00	38,000.00	114,000.00

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

Total Expenditures by Object Type						
Object Type	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	502,920.00	502,920.00	695,329.00	695,329.00	695,329.00	2,085,987.00
	239,250.00	239,250.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	260,000.00	260,000.00	517,125.00	517,125.00	517,125.00	1,551,375.00
2000-2999: Classified Personnel Salaries	0.00	0.00	96,000.00	96,000.00	96,000.00	288,000.00
4000-4999: Books And Supplies	3,350.00	3,350.00	25,104.00	25,104.00	25,104.00	75,312.00
5000-5999: Services And Other Operating Expenditures	0.00	0.00	47,900.00	47,900.00	47,900.00	143,700.00
5800: Professional/Consulting Services And Operating Expenditures	320.00	320.00	9,200.00	9,200.00	9,200.00	27,600.00

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

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	502,920.00	502,920.00	695,329.00	695,329.00	695,329.00	2,085,987.00
		239,250.00	239,250.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries		260,000.00	260,000.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Base	0.00	0.00	265,800.00	265,800.00	265,800.00	797,400.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	0.00	0.00	213,325.00	213,325.00	213,325.00	639,975.00
1000-1999: Certificated Personnel Salaries	Title I	0.00	0.00	38,000.00	38,000.00	38,000.00	114,000.00
2000-2999: Classified Personnel Salaries	Base	0.00	0.00	96,000.00	96,000.00	96,000.00	288,000.00
4000-4999: Books And Supplies		3,350.00	3,350.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Supplemental and Concentration	0.00	0.00	25,104.00	25,104.00	25,104.00	75,312.00
5000-5999: Services And Other Operating Expenditures	Other	0.00	0.00	16,000.00	16,000.00	16,000.00	48,000.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	0.00	0.00	31,900.00	31,900.00	31,900.00	95,700.00
5800: Professional/Consulting Services And Operating Expenditures		320.00	320.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	0.00	0.00	9,200.00	9,200.00	9,200.00	27,600.00

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

Total Expenditures by Goal				
Goal	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	172,275.00	172,275.00	172,275.00	516,825.00
Goal 2	102,750.00	102,750.00	102,750.00	308,250.00
Goal 3	72,500.00	72,500.00	72,500.00	217,500.00
Goal 4	347,804.00	347,804.00	347,804.00	1,043,412.00

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