

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Accelerated Charter High School

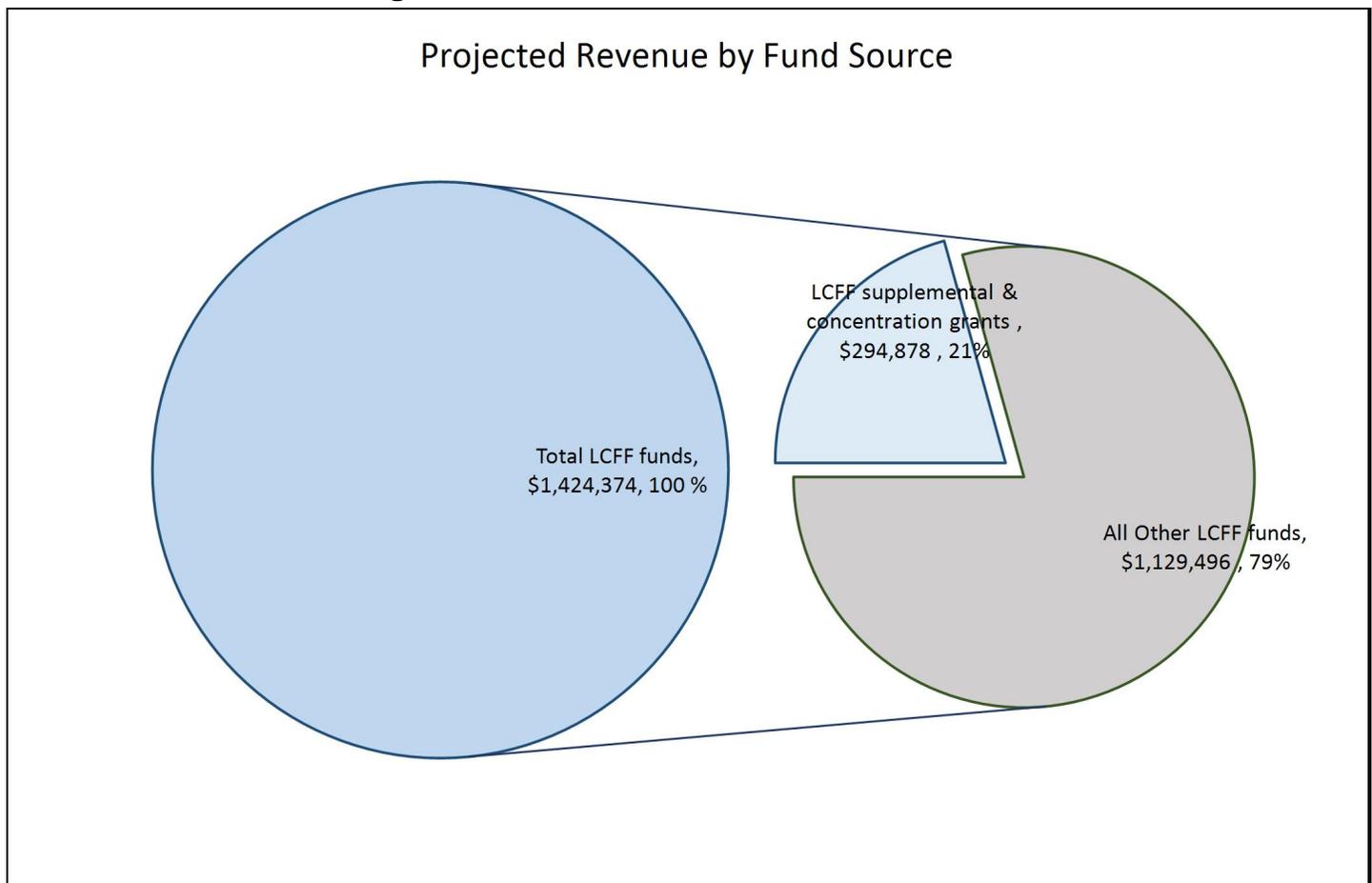
CDS Code: 54-72249-0133793

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

LEA contact information: Wendi Powell, Principal

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

Budget Overview for the 2019-20 LCAP Year

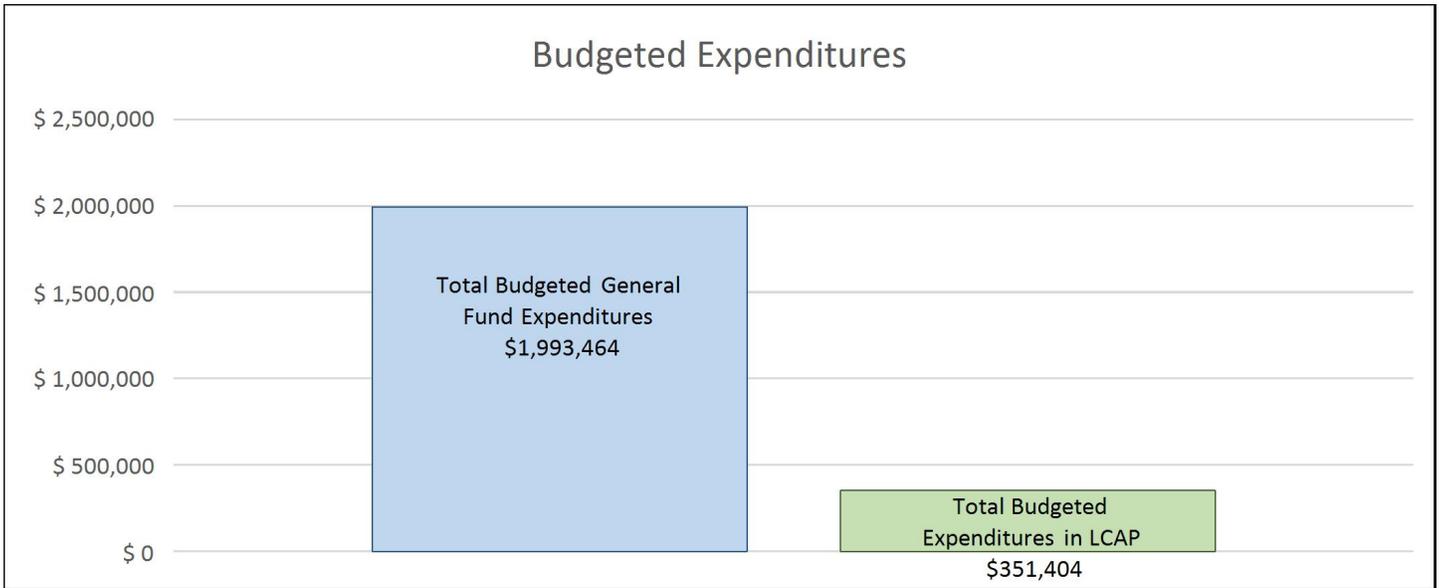


This chart shows the total general purpose revenue Accelerated Charter High School expects to receive in the coming year from all sources.

The total revenue projected for Accelerated Charter High School is \$1,424,374, of which \$1,424,374 is Local Control Funding Formula (LCFF), \$0 is other state funds, \$0 is local funds, and \$0 is federal funds. Of the \$1,424,374 in LCFF Funds, \$294,878 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



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

Accelerated Charter High School plans to spend \$1,993,464 for the 2019-20 school year. Of that amount, \$351,404 is tied to actions/services in the LCAP and \$1,642,060 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

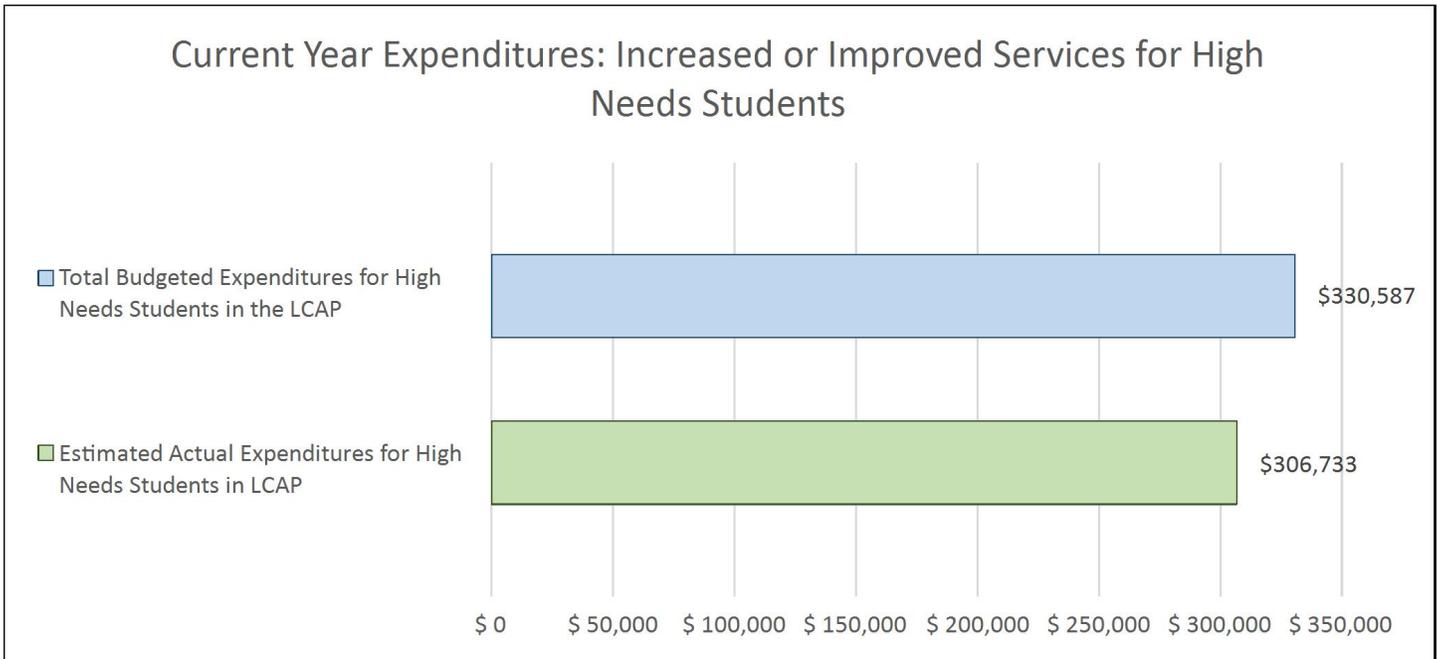
General Fund Expenditures not included in the LCAP are in the areas of maintenance and operations, transportation, centralized data processing, district and site administration. Costs in these areas include salaries, benefits, supplies, travel, utilities, repairs, and equipment.

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

In 2019-20, Accelerated Charter High School is projecting it will receive \$294,878 based on the enrollment of foster youth, English learner, and low-income students. Accelerated Charter High School must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Accelerated Charter High School plans to spend \$351,404 on actions to meet this requirement.

LCFF Budget Overview for Parents

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



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

In 2018-19, Accelerated Charter High School's LCAP budgeted \$330,587 for planned actions to increase or improve services for high needs students. Accelerated Charter High School estimates that it will actually spend \$306,733 for actions to increase or improve services for high needs students in 2018-19.

The difference between the budgeted and actual expenditures of \$-23,854 had the following impact on Accelerated Charter High School's ability to increase or improve services for high needs students: Even though Accelerated Charter had material differences between Budgeted Expenditures and Estimated Actual Expenditures in the areas listed below, the actions and services, as well as the increased or improved services for high needs students were not effected. The material differences were in the areas listed below.

- Provided professional development and instructional supplies for our staff focused on the common core, Next Generation Science Standards, Career Technical Education and specifically supporting our students with the materials and supplies they need to develop skills necessary to be college and career ready. \$5,734 versus \$25,618
- Continue to provide staff development on embedding ELD standards and instructional strategies in ELA, Social Studies, Mathematics and Science \$2,000 versus \$3,000



ACCELERATED

CHARTER HIGH SCHOOL

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

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

LEA Name

Contact Name and Title

Email and Phone

2017-20 Plan Summary

The Story

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

The Tulare Joint Union High School District is located in a unique community nestled within the heart of one of the most fertile agricultural regions in the San Joaquin Valley. The district encompasses a community of more than 78,000 residents who are passionate about the quality of life for our students during their school-age years and beyond. We are a growing district that is currently serving over 5,500 students within our three comprehensive high schools, alternative education programs and adult education programs. Our staff is committed to providing all students with a safe, nurturing educational environment that inspires students to reach their individual potential. It is our goal as educators to continue to provide a rigorous academic curriculum that best prepares our students with 21st Century skills; to offer students a variety of co-curricular opportunities outside of the classroom that build positive character traits and areas of interest; and to develop caring, compassionate adults who understand the value of serving their larger community. Tulare Joint Union High School District is comprised of a diverse population of students in grades 9-12, comprised of 76% socio- economically disadvantaged students and 10% English language learners. Accelerated Charter High School (ACHS) is an alternative program comprised of approximately 150 students ranging from grades 10-12. ACHS diverse population is comprised of 94% socio- economically disadvantaged and 26% English language learners and 1.3% foster youth. ACHS core content is standards-based and school board adopted, English is aligned to the Common Core State Standards, and the math program has transitioned to a curriculum that is aligned to the Common Core State Standards (College Preparatory Math). In addition, all English, math, science, social studies, and ELD teachers were provided professional development on the Common Core State Standards during the 2016-2017, 2017-2018, and 2018-2019 school years. ELA teachers have developed Common Core State Standard units and have implemented them into their curriculum. A scheduled maintenance program is administered on a regular basis, with heavy maintenance functions occurring during vacation periods to ensure that school grounds and facilities remain in excellent repair. ACHS has an active School Site Council, as well as other parent groups such as English Language Advisory Committee (ELAC) and Parent Institute for Quality Education (PIQE) which is provided at each comprehensive site. The CAASPP scores from 2016-2017 indicated that 4% of our students met or exceeded the standards while 19% Nearly met the standard in English Language Arts, and zero met the standard in Mathematics, while 6% nearly met the standard. The ACHS 2016-2017 attendance rate was 85% while our graduation rate was 76%. The CAASPP scores from 2017-2018 indicated that 8% of our students met or exceeded the standards while 19% Nearly met the standard in English Language Arts, 1% met the standard in Mathematics, while 6% nearly met the standard. The ACHS 2017-2018 attendance rate was 85% while our graduation rate was 87%. Accelerated Charter High School and the Tulare Joint Union High School District has used the LCAP process to identify areas of needed improvement. The LCAP plan will highlight goals which focus on improving student achievement for all students, but more specifically students that are low income (LI), English- language learners (EL) and Foster youth (FY).

LCAP Highlights

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

In this year's LCAP, we will continue to focus on preparing all students to be college and career ready, increase the English Language acquisition of our English Learners and provide a safe and welcoming environment to all of our students. Based on stakeholder input, we have made changes to our metrics in order to be able to better identify our district's strengths and needs.

Review of Performance

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

Greatest Progress

Our greatest progress as indicated by the dashboard is our graduation rate, our district's and schools overall performance is category green. Our 2015-2016 graduation rate continues to show improvement, with a district increase from 85% to 88% with the 2016-2017 school year, of adding ACHS, our district data has improve once again from 88% to 91%, a 3% increase. The 2017-2018 graduation rate at ACHS was 87%, an 11% increase from the previous year of 76%. We plan on continuing to support this area through providing a cohesive professional development plan for our staff, as well as continuing to offer support classes for our students, and opportunities for credit recovery through Accelerated Charter High School.

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

Greatest Needs

Based on the data, our greatest area of need is meeting and/or exceeding CASSPP ELA and Math. Currently 8% ELA and 1% Math met and/or exceeded in the 2017-2018 school year. We plan on continued support in this area through providing cohesive professional development for our staff and students by focusing on the pillar standards and backwards mapping in our curriculum to support standard base lessons, formative, and summative assessments. We will also continue to focus on actions that have a positive impact on improving student behavior and academic support. This includes continuing to support PBIS, as well as providing additional interventions to support students with high risk behaviors that cause distraction within the learning environment, whether it be home and/or school situations. Our goal is to continue to implement the full time Campus Life SSIP coach to support students with these high risk behaviors, and an additional part time SSIP coach working with gang affiliation and redirection. We will also be provide additional counseling for students who need additional drug and alcohol support by adding a full time drug and alcohol counselor. We will continue to provide a school psychologist four times a week. Additionally, we will be providing training to our staff on how to build connections with students and how to provide impactful lessons to meet the CAASPP standards. We will add additional Response to Intervention support to teachers and additional academic support with a study skills for our tier three students, a well as provide more opportunities for the social emotional piece with reconnecting youth and CAST. A research based support from Tulare County Office of Education. which will improve the learning environment.

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

Performance Gaps

Our performance gap indicator consists of low test scores for all students in Math and ELA on the CASSPP and low readiness scores in the area of College and Career. Our suspension rate for year one was 21.5%, year two we were at 18.9%, a decrease 2.6%. Our plan for 2018-2019, will be to continue to focus on actions that have a positive impact on improving student behavior and engagement towards academic achievement. This includes continuing to support PBIS at our site, as well as providing additional interventions to support students with high risk behaviors. Our goal is to implement an FTE and a half of a Campus Life SSIP coaches as well as a full time drug and alcohol counselor. We will continue to provide additional counseling for students who need additional support with our four day per week school psychologist. Additionally, we will be providing training to our staff on how to build connections with students and how to engage students in the classroom to improve the learning environment and maximize their learning potential. We will also be adding an academic support in Response to Intervention and study skills to improve student learning and growth. Additional courses in Reconnecting Youth/CAST will also be added to school week for additional academic and emotional growth.

Comprehensive Support and Improvement

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

Schools Identified

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

Accelerated Charter High School is an alternative education program and has been identified for Comprehensive Support and Improvement due to the fact that a majority of the indicators are red. ACHS has red indicators in pupil achievement in Math, ELA and College/ Careers for all students.

Support for Identified Schools

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

The LCAP and CSI needs assessment was conducted with the inclusion of all stakeholder: Students, English/Non-English Speaking parents, and staff all participated in an LCAP survey. Data was then disseminated to School Site Council (SSC), Budget Advisory Committee (BAC), and Professional Learning Communities (PLC). Throughout the process all stakeholders were able to discuss, research, and create goals and action plans that will assist the needs of ACHS. As a consensus, the committees felt the goals and actions created would have the greatest impact on student success at ACHS, in the areas of Math and ELA, College and Career, as well as suspensions and behaviors. Evidence-based interventions were researched by ACHS staff and reviewed by stakeholders in SSC and BAC, all stakeholders agreed to implement goal 1 action 1 of teaching secondary students to write effectively as stated in the What Works Clearinghouse (WWC), by using the program Step Up to Writing. All educators will be trained in the effective writing process, in all subject matters. Therefore, each teacher will implement the writing procedures in all subject matters, using the CAASPP rubric to identify that student have met writing proficiency levels. Goal 1 action 2 will provide release time to teachers to attend Tulare County Office of Education workshops

and other researched based trainings in common core lesson planning and assessments in ELA and Math. ACHS will also bring in training and coaches in KAGAN to engage non-engaged students in their academics. All teachers will be trained and KAGAN coaches will support ACHS with implementation throughout the 2019-2020 school year. KAGAN is a tier 1 approach as identified by WWC and has proven to raise the engagement of students, decrease behavior issues, and increase academics. Thus supporting all indicated levels of red in ELA, Math, and being prepared for College and Career. The stakeholders also agreed to continue to provide the tier 1 approach of Response to Intervention (RTI) on the ACHS campus, with standards based re-teaching opportunities and assessment retakes available to students daily. Curriculum adoption of Read 180, a tier 1 approach from WWC, has also been added to support struggling readers and increase ELA scores on the CAASPP. The stakeholders also agreed to continue to implement WWC tier 1 approach of Positive Behavioral Intervention and Support (PBIS) as goal 3 action 1. Stakeholders also agreed to add a full time drug and alcohol counselor with Recovery Resources, a local resource that has proven to be effective in local school districts when working with students to decrease their drug use and identify positive coping skills they can use to deal with social emotional issues, rather than drug use. This intervention has been successful in neighboring district, Visalia Unified and Exeter Unified, and was adopted by Tulare Joint Union High School District (TJUHSD) at their three comprehensive sites in 2018-2019. ACHS will now be adding goal 3 action 3 of a Recovery Resource Drug and Alcohol counselor to assist our "At-risk" population to stay in school and make good choices. Stakeholders believe this would increase academics and decrease suspensions, as drugs were our number one suspendable offense in the 2018-2019 school year. Stakeholders also agreed to add an additional part time Student Safety Intervention Program (SSIP) Coach, goal 3 action 4. TJUHSD adopted SSIP Coaches two years ago, in 2017-2018, ACHS added a three day a week SSIP coach and saw a 2.6% decrease in suspension and a 11% increase in graduation. In 2018-2019 we added a five day a week SSIP coach and have seen a current drop in suspension for the school year. Due to the fact this program has been so successful, the committees decided to add an additional part time SSIP coach to support goal 3 action 4.

Monitoring and Evaluating Effectiveness

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

Accelerated Charter shall monitor step up to writing and KAGAN strategies in all subject matters throughout the school year. Data will be evaluated to determine the effectiveness of the step up to writing and KAGAN strategies implemented. Outside coaching will determine and report back the quality of implementation on campus to the administration, as well as next steps of implementation. The cycle of inquiry shall be followed in the professional learning communities, with an emphasis on formative and summative assessments that will drive the Response to Intervention system, to enhance student growth and success in Math and ELA. All student shall take the CAASPP interim assessment three times per year prior to the CAASPP. ELA and math teachers will disseminate the data and make changes accordingly to support student growth. Accelerated Reading assessments will be conducted quarterly to track and evaluate data and student growth. Parents and students will receive up to date grade reports weekly and quarterly reports with credit accrual, the LEA team will track grade data. This data will be collected and supported in RTI and intervention classes for the individual needs of students. This data will continue to be evaluated to determine the effectiveness of the Step Up to Writing and KAGAN strategies. The ACHS team and stakeholders will have access to view the ongoing data collected by the staff as well as suspension data and attendance, as it pertains to engagement in the classroom. ACHS will collect all data and continue progress monitoring throughout the school year. They will present their findings to the Professional Learning Communities, School Site Council, and Budget Advisory Committee throughout the year to

determine if the outcomes will have a positive effect on the Dashboard, specifically in the areas of ELA, MATH and college and career ready. In addition students will be enrolled in the College of Sequoias dual enrollment course on campus in the area of Career Technical Education to support students to be college and career ready. This course completions rates will be monitored and supported by ACHS staff to increase the dashboard completion rate.

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 1

All students will be college and career ready.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Metric/Indicator

Passing rate of C or better in ELA courses

18-19

86%

Baseline

82%

Metric/Indicator

Passing rate of C or better in ELA courses

18-19

79.8%

Baseline

82%

Metric/Indicator

Passing rate of C or better in Mathematics courses

18-19

76%

Metric/Indicator

Passing rate of C or better in Mathematics courses

18-19

68.5%

Expected

Baseline
72%

Metric/Indicator

Percentage of students meeting or exceeding the standards in English on the California Assessment of Student Performance and Progress(CAASPP)

18-19
57%

Baseline
Baseline year

Metric/Indicator

Percentage of students meeting or exceeding the standards in Mathematics on the California Assessment of Student Performance and Progress(CAASPP)

18-19
27%

Baseline
Baseline year

Metric/Indicator

Passing rate of C or better in Science courses

18-19
87%

Baseline
85%

Metric/Indicator

Passing rate of C or better in Social Science courses

18-19
87%

Baseline

Actual

Baseline
72%

Metric/Indicator

Percentage of students meeting or exceeding the standards in English on the California Assessment of Student Performance and Progress(CAASPP)

18-19
8%

Baseline
4%

Metric/Indicator

Percentage of students meeting or exceeding the standards in Mathematics on the California Assessment of Student Performance and Progress(CAASPP)

18-19
2%

Baseline
0

Metric/Indicator

Passing rate of C or better in Science courses

18-19
74.7%

Baseline
85%

Metric/Indicator

Passing rate of C or better in Social Science courses

18-19
88.7%

Expected

96%

Metric/Indicator

Students enrolled in CTE courses

18-19

150

Baseline

145/360 (40%)

Metric/Indicator

Special Ed students enrolled in CTE courses

18-19

38%

Baseline

4/12 33%

Metric/Indicator

English EAP Rates

18-19

8%

Baseline

4%

Metric/Indicator

Math EAP Rates

18-19

6%

Baseline

0

Actual

Baseline

96%

Metric/Indicator

Students enrolled in CTE courses

18-19

64/155 41%

Baseline

145/360 (40%)

Metric/Indicator

Special Ed students enrolled in CTE courses

18-19

3/10 30%

Baseline

4/12 33%

Metric/Indicator

English EAP Rates

18-19

2%

Baseline

4%

Metric/Indicator

Math EAP Rates

18-19

0

Baseline

0

Expected

Metric/Indicator

Graduation Rate

18-19

38%

Baseline

Baseline

Metric/Indicator

Dropout Rate

18-19

38%

Baseline

Baseline

Metric/Indicator

Subjects using date adopted materials

18-19

100%

Baseline

100%

Metric/Indicator

Implementation of academics content and performance standards

18-19

100%

Baseline

100%

Actual

Metric/Indicator

Graduation Rate

17-18

87%

Baseline

16-17

76%

Metric/Indicator

Dropout Rate

17-18

10.7%

Baseline

16-17

14.5%

Metric/Indicator

Subjects using date adopted materials

18-19

100%

Baseline

100%

Metric/Indicator

Implementation of academics content and performance standards

18-19

100%

Baseline

100%

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1 Provide PLC/PD release, as well as, instructional rounds, both during the school day to focus on supporting teachers in meeting the needs of our students, specifically our students at-risk of not being college and career ready.	1 Provided PLC/PD release, as well as, instructional rounds, both during the school day to focus on supporting teachers in meeting the needs of our students, specifically our students at-risk of not being college and career ready.	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$1930	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 1930

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
#2 Provide professional development and instructional supplies for our staff focused on the common core, Next Generation Science Standards, Career Technical Education and specifically supporting our students with the materials and supplies they need to develop skills necessary to be college and career ready.	#2 Provided professional development and instructional supplies for our staff focused on the common core, Next Generation Science Standards, Career Technical Education and specifically supporting our students with the materials and supplies they need to develop skills necessary to be college and career ready.	4000-4999: Books And Supplies LCFF Supplemental and Concentration \$25,618	4000-4999: Books And Supplies LCFF Supplemental and Concentration 5733.90

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
#3 Provide a FTE counselor to oversee credit recovery courses for students at-risk of not graduating. This includes providing academic	#3 Provided an FTE counselor to oversee credit recovery courses for students at-risk of not graduating. This includes providing	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$115,720	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 115,720

support at ACHS through Response to Intervention, summer school, winter intercession and before and after school.

academic support at ACHS through Response to Intervention, summer school, winter intercession and before and after school.

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
#4 Provide a .67 instructor to support Career Technical education and credit recovery for students of high risk at ACHS in order to be college and career ready.	#4 Provided a .67 instructor to support Career Technical education and credit recovery for students of high risk at ACHS in order to be college and career ready.	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$60,100	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 60,100

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.

Action 1 Provided Professional Learning Communities and Professional Development time for teacher to implement and disseminate best teaching strategies to support common core instruction in all subject areas.
 Action 2 Provided materials and supplies to implement common core standards, next generation science standard, and CTE standards so that all student can have equity inside the classroom.
 Action 3 Provides guidance to students in academic placement in high school and next steps towards college and career to all students.
 Action 4 Provided the opportunity to move a CTE credentialed teacher to CTE courses and move other teachers around with California credentials in order to teach in their designated subject matter to be best implemented by highly qualified teachers to support students to be college and career ready.

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

Action 1 Professional Learning Communities created their own SMART goals and measured their passing rates as stated above while implementing best teaching strategies learned from PD to support common core instruction in all subject areas.

Action 2 Provided materials and supplies to all students despite their socioeconomical status, these materials and supplies help to implement common core standards, next generation science standard, and CTE standards, growth was measured by student availability to complete projects and receive accurate grading.

Action 3 Provides guidance to students in academic placement in high school and next steps towards college and career to all students, as measured by students who enter COS and the work force by graduating high school.

Action 4 Provided the opportunity to move a CTE credentialed teacher to CTE courses and move other teachers around with California credentials in order to teach in their designated subject matter, to be best implemented by highly qualified teachers to support students to be college and career ready. As measured by the CDE credential department.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 1 All funds were expended for PLC and PD growth

Action 2 Funds provided materials and supplies to all students despite their socioeconomical status, all necessary funds were spent to support being college and career ready, less than 20% was unused but not needed.

Action 3 All funds were used to provide an FTE for students in academic placement in high school and next steps towards college and career readiness.

Action 4 All Funds were used to provide the opportunity to move a CTE credentialed teacher to CTE courses and move other teachers around with California credentials in order to teach in their designated subject matter, to be best implemented by highly qualified teachers to support students to be college and career ready.

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.

Goal 1 will stay the same and will not be changed. However, after further investigation of the data and the actions provided by this goal changes will be made to support the Dashboard and CSI, these changes can be found in the Goal 1 and actions for the 2019-2020 school year.

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 2

All English Language Learners will improve their language acquisition and achievement

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Metric/Indicator

Percentage of students scoring proficient or above in CELDT

18-19

78%

Baseline

75%

Metric/Indicator

Percentage of students scoring proficient or above in CELDT

18-19

Transition year to the ELPAC

L4- 0

L3- 30.56%

L2- 41.67%

Baseline

75% CELDT

Metric/Indicator

Number of students reclassified as English proficient

18-19

66%

Metric/Indicator

Number of students reclassified as English proficient

18-19

Transition year to the ELPAC

Expected

Actual

Baseline
62%

0% due to the transition of the ELPAC

Metric/Indicator
Percentage of students meeting or exceeding the standards in English on the California Assessment of Student Performance and Progress(CAASPP)

Metric/Indicator
Percentage of students meeting or exceeding the standards in English on the California Assessment of Student Performance and Progress(CAASPP)

18-19
6%

18-19
0%

Baseline
Baseline year

Baseline
0%

Metric/Indicator
Percentage of students meeting or exceeding the standards in Mathematics on the California Assessment of Student Performance and Progress(CAASPP)

Metric/Indicator
Percentage of students meeting or exceeding the standards in Mathematics on the California Assessment of Student Performance and Progress(CAASPP)

18-19
6%

18-19
0%

Baseline
Baseline year

Baseline
0%

Metric/Indicator
Passing rate of C or better in Science courses

Metric/Indicator
Passing rate of C or better in Science courses
18-19
75%

Baseline
90%

Metric/Indicator
Passing rate of C or better in Mathematics courses

Metric/Indicator
Passing rate of C or better in Mathematics courses
18-19
74%

Baseline
74%

18-19
78%

Baseline
74%

Metric/Indicator
Passing rate of C or better in Social Science courses

Metric/Indicator
Passing rate of C or better in Social Science courses
18-19

Expected

Actual

<p>18-19 88%</p> <p>Baseline 86%</p>	<p>83%</p> <p>Baseline 96%</p>
<p>Metric/Indicator Graduation Rate</p> <p>18-19 92%</p> <p>Baseline Baseline</p>	<p>Metric/Indicator Graduation Rate 18-19 90%</p> <p>Baseline 88%</p>
<p>Metric/Indicator Dropout Rate</p> <p>18-19 4%</p> <p>Baseline Baseline</p>	<p>Metric/Indicator Dropout Rate 18-19 9%</p> <p>Baseline 8%</p>

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
#1 Create ELD support sections in the master schedule and higher an ELD teacher to provide services 11.5 hours per week.	#1 Created ELD support sections in the master schedule and higher an ELD teacher to provide services 11.5 hours per week	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$28400	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 28400

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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#2 Continue to provide staff development on embedding ELD standards and instructional strategies in ELA, Social Students, Mathematics and Science

#2 Continued to provide staff development on embedding ELD standards and instructional strategies in ELA, Social Students, Mathematics and Science

1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$3000

1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 2000

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.

Action 1 Provide English Language Development courses to English Learners on the ACHS campus to raise their English Language Acquisitions.
Action 2 Provide staff development to embed ELD standards and SADIE strategies in ELA, Social Science, Math and Science.

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

Action 1 Provide English Language Development courses to English Learners on the ACHS campus to raise their English Language Acquisitions, student raised their reading scores on the average of 1 grade as measured by the Accelerated Reader Assessment.
Action 2 Provide staff development to embed ELD standards and SADIE strategies in ELA, Social Science, Math and Science. As measured by instructional rounds, professional learning communities focus on EL standards and implementation.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 1 All funds provided for the English Language Development Instructor were used to meet this action.
Action 2 After several attempts to use the expenditure and working with the ELD instructor to support this goal all funds were not needed to implement the action.

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.

Goal 2 will stay the same and will not be changed. However, after further investigation of the data and the actions provided by this goal, changes will be made to support the Dashboard and CSI, these changes can be found in Goal 2 and actions for the 2019-2020 school year.

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 3

All students will be part of a positive learning environment where they feel welcomed, valued, safe and engaged as part of a greater community.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Metric/Indicator

Pupil to Counselor ratio

18-19

160:1

Baseline

160:1

Metric/Indicator

Pupil to Counselor ratio

18-19

160:1

Baseline

160:1

Metric/Indicator

Attendance Rate

18-19

88%

Baseline

87% (Actual 85%)

Metric/Indicator

Attendance Rate

17-18

94%

Baseline 16-17

85%

Metric/Indicator

Metric/Indicator

Expected

Actual

Number of Suspensions

18-19
70

Baseline
21.5%
83

Number of Suspensions

17-18
18.9%

Baseline
21.5%

Metric/Indicator
Number of Expulsions

18-19
6

Baseline
4.67%
10

Metric/Indicator
Number of Expulsions

17-18
1.61%
4 Expulsions

Baseline 16-17
4.67%
10 Expulsions

Metric/Indicator
Positive Behavior Intervention System

18-19
Gold Status

Baseline
Bronze status
(Actual Silver Status)

Metric/Indicator
Positive Behavior Intervention System

17-18
Silver Status

Baseline
16-17
Silver Status

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
#1 Continue to provide a principal's secretary that will create a positive	#1 Continued to provide a principal's secretary that will create a positive welcoming environment	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$64,230	2000-2999: Classified Personnel Salaries LCFF Base 64,230

welcoming environment where students fell valued and safe.

where students fell valued and safe.

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
#2 Continue with Positive Behavior Intervention and Support student incentives. ACS will conduct an awards celebration, every nine seeks, as well as provide families with information on community programs and school related support services.	#2 Continued with Positive Behavior Intervention and Support student incentives. ACS will conduct an awards celebration, every nine seeks, as well as provide families with information on community programs and school related support services.	4000-4999: Books And Supplies LCFF Supplemental and Concentration \$28619	4000-4999: Books And Supplies LCFF Supplemental and Concentration 28,619

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.

Action 1 Provide principal secretary to all students in order to create a welcoming environment to the students and the greater community.

Action 2 Provide students incentives, materials, and supplies for PBIS in order to create a positive learning environment where all stakeholders feel welcomed, valued, safe, and engaged as a part of a greater community.

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

Action 1 Provide principal secretary to all students in order to create a welcoming environment to the students and the greater community. As measured by student attendance and the desire to want to come to school.

Action 2 Provide students incentives, materials, and supplies for PBIS in order to create a positive learning environment where all stakeholders feel welcomed, valued, safe, and engaged as a part of a greater community. As measured by the attendance rate, suspension rate, expulsion rate, and the status of PBIS .

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 1 All funds provided were spent in the area of principal secretary in order to create a welcoming environment to the students and the greater community.

Action 2 All Funds were spent in order to provide students incentives, materials, and supplies for PBIS in order to create a positive learning environment where all stakeholders feel welcomed, valued, safe, and engaged as a part of a greater community.

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.

Goal 3 will stay the same and will not be changed. However, after further investigation of the data and the actions provided by this goal, changes will be made to support the Dashboard and CSI, these changes can be found in the Goal 3 and actions for the 2019-2020 school year.

Stakeholder Engagement

LCAP Year: **2019-20**

Involvement Process for LCAP and Annual Update

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

LCAP information and consultation sessions are held with CTA and CSEA. Union representatives attend BAC meetings and School Services budget session. Union bargaining sessions include LCAP considerations and discussions. LCAP information was presented in English and Spanish. Stakeholder input was gathered at site staff meetings, School Site Council, parent organization meetings, and through online surveys in English and Spanish. This input was collected from students, staff, parents and community members. Superintendent's Cabinet discusses development and completion of LCAP with regard to staffing needs and LCAP timeline for public hearing and budget approval. Board of Trustees reviews LCAP goals and impact on multi-year projections. Our Budget Advisory Committee also meets on a regular basis to provide input on our LCAP goals, actions and metrics. The committee is composed of students, classified staff, teachers, administrators, parents and community members. The committee also reviewed the stakeholder surveys to have an understanding of specific feedback from students, parents, staff and community members. Changes were made to the LCAP goals and metrics based on the input shared at the BAC.

BAC – 10/2/18, 11/26/18, 1/22/19, 4/2/19, 5/21/19

CSEA – 7/23/18 (A CSEA member is also a representative to our BAC meetings)

CTA – 5/4/2019 (A CTA member is also a representative to our BAC meetings)

SELPA Meetings- 8/27/18, 10/1/18, 11/5/18, 12/3/18, 2/4/19

Special Education Performance Indicator Review (PIR) - 3/28/19

Special Education Comprehensive Support and Intervention (CSI) Collaboration- 5/6/18

Cabinet/Principals' Meetings – 8/14/18, 10/2/18, 10/16/18, 10/30/2018, 12/11/18, 1/14/19, 2/19/19, 3/20/19, 4/23/19, 5/7/19, 5/21/2019

Board of Trustees – 10/18/18, 11/1/18, 1/17/19, 2/15/19, 5/23/19, 6/4/19, 6/19/19

Impact on LCAP and Annual Update

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

Information was shared with each stakeholder group on the LCAP actions that had been accomplished and the outcomes on metrics being collected. Monthly information was also shared with the Board of Trustees on actions, with updates after BAC meetings on the metrics and progress. Feedback in the form of surveys, as well as suggestions from the face to face meetings with the various stakeholders at the meetings listed above resulted in actions with accompanied funding, including staffing considerations, were drafted into the LCAP. Need for additional staffing considerations were drafted into the LCAP. Board of Trustees transparently displayed the actions proposed as well as a summary of the feedback from the various stakeholder groups. Between October 3, 2018 and April 3, 2019, feedback was solicited from each stakeholder group. From April 3– May 22, revisions and edits to the next 3-year plan were made. On May 22nd, the draft LCAP was further edited by the BAC in the following areas: college and career readiness, English language acquisition and achievement, and school climate.

Based on the feedback from our stakeholder meetings, we will continue to focus on preparing all students to be college and career ready, increase the English Language acquisition of our English Learners and provide a safe and welcoming environment to all of our students. Our stakeholder's also suggested changes to our metrics in order to be able to better student social and emotional needs. Suggestions to add additional support staff with outside organizations with SSIP and Recovery Resources as well as in district support for Reconnecting Youth/CAST and additional study skills support. RTI period buy backs and professional development implementation was also suggested to improve test score on the CAASPP.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 1

All students will be college and career ready.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

Although our data shows growth in our course passing rate, graduation rate, and CTE courses, there is still a continuing need to support our students to be college and career ready. This includes continuing to support our students, so that they are able to demonstrate proficiency in English and Mathematics. We also need to continue to support our students in science, so that they are able to think like scientists. It is also important to continue to challenge our students through enrollment in career technical education courses.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Passing rate of C or better in ELA courses	82%	84% (Actual 84.9%)	86% (Actual 79.8%)	81%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Passing rate of C or better in Mathematics courses	72%	74% (Actual 71%)	76% (Actual 68%)	70%
Percentage of students meeting or exceeding the standards in English on the California Assessment of Student Performance and Progress(CAASPP)	Baseline year	31% (Actual 4%)	57% (Actual 8%)	10%
Percentage of students meeting or exceeding the standards in Mathematics on the California Assessment of Student Performance and Progress(CAASPP)	Baseline year	8% (Actual 0%)	57% (Actual 2%)	4%
Passing rate of C or better in Science courses	85%	86% (Actual 85%)	87% (Actual 74%)	80%
Passing rate of C or better in Social Science courses	96%	86% (Actual 96%)	87% (Actual 97%)	88%
Students enrolled in CTE courses	145/360 (40%)	147 (Actual 125/232 53%)	150 (Actual 64/155 41%)	45%
Special Ed students enrolled in CTE courses	4/12 33%	35% (Actual 5/9 56%)	38% (Actual 3/10 30%)	40%
English EAP Rates	4%	6% (Actual 0%)	8% (Actual 2%)	4%
Math EAP Rates	0	4% (Actual 0%)	6% (Actual 0%)	2%
Graduation Rate	Baseline	16-17=76%	17-18= 87%	88%
Dropout Rate	Baseline	16-17= 14.5%	17-18= 10.7%	8%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Subjects using date adopted materials	100%	100%	100%	100%
Implementation of academics content and performance standards	100%	100%	100%	100%

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

All
[Add Students to be Served selection here]

Location(s):

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

Specific Schools: Accelerated Charter High School
[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income
[Add Students to be Served selection here]

Scope of Services:

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

Schoolwide
[Add Scope of Services selection here]

Location(s):

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

Specific Schools: Accelerated Charter High School
[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Modified Action

2017-18 Actions/Services

1 Provide PLC/PD release, as well as, instructional rounds, both during the school day to focus on supporting teachers in meeting the needs of our students, specifically our students at-risk of not being college and career ready.

2018-19 Actions/Services

1 Provide PLC/PD release, as well as, instructional rounds, both during the school day to focus on supporting teachers in meeting the needs of our students, specifically our students at-risk of not being college and career ready.

2019-20 Actions/Services

Discontinued will implement action 9 funded through CSI funds to support math instruction and implementation of Step Up to Writing.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1930	\$1930	0
Source	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration	
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	

Action 2

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

Students to be Served:

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

All
[Add Students to be Served selection here]

Location(s):

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

Specific Schools: Accelerated Charter High School
[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income
[Add Students to be Served selection here]

Scope of Services:

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

Schoolwide
[Add Scope of Services selection here]

Location(s):

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

Specific Schools: Accelerated Charter High School
[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

#2 Provide professional development and instructional supplies for our staff focused on the common core, Next Generation Science Standards, and specifically supporting our students with the materials they need to develop skills necessary to be college and career ready.

2018-19 Actions/Services

#2 Provide professional development and instructional supplies for our staff focused on the common core, Next Generation Science Standards, Career Technical Education and specifically supporting our students with the materials and supplies they need to develop skills necessary to be college and career ready.

2019-20 Actions/Services

#2 Provide instructional materials and supplies for staff focused on Common Core, Next Generation Science Standards, and Career Technical Education. In order to develop skills necessary to be college and career ready.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$3000	\$25,618	\$20,000
Source	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Action 3

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

Students to be Served:

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

All
[Add Students to be Served selection here]

Location(s):

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

Specific Schools: Accelerated Charter High School
[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income
[Add Students to be Served selection here]

Scope of Services:

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

Schoolwide
[Add Scope of Services selection here]

Location(s):

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

Specific Schools: Accelerated Charter High School
[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

#3 Provide a FTE counselor to oversee credit recovery courses for students at-risk of not graduating. This includes providing academic support at ACHS through Response to Intervention, summer school, winter intercession and before and after school.

2018-19 Actions/Services

#3 Provide a FTE counselor to oversee credit recovery courses for students at-risk of not graduating. This includes providing academic support at ACHS through Response to Intervention, summer school, winter intercession and before and after school.

2019-20 Actions/Services

#3 Provide a FTE counselor to oversee credit recovery courses for students at-risk of not graduating. This includes providing academic support at ACHS through Response to Intervention, summer school, winter intercession and before and after school.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$113,020	\$115,720	\$117,500
Source	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

Action 4

All
[Add Students to be Served selection here]

Specific Schools: Accelerated Charter High School
[Add Location(s) selection here]

OR

English Learners Foster Youth Low Income [Add Students to be Served selection here]	Schoolwide [Add Scope of Services selection here]	Specific Schools: Accelerated Charter High School [Add Location(s) selection here]
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Actions/Services

	New Action	Modified Action
	#4 Provide a .67 instructor to support Career Technical education and credit recovery for students of high risk at ACHS in order to be college and career ready.	#4 Add .33 to the .67 instructor making the position full time to support credit recovery for students of high risk in order to meet education requirements and support classes for tier three students to be college and career ready in the area of reconnecting youth/ CAST.

Budgeted Expenditures

Amount		\$60,100	\$89,900
Source		LCFF Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference		1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

Action 5

All [Add Students to be Served selection here]	Specific Schools: Accelerated Charter high School [Add Location(s) selection here]
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OR

[Add Students to be Served selection here]	[Add Scope of Services selection here]	Specific Schools: Accelerated Charter High School [Add Location(s) selection here]
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Actions/Services

		New Action
		#5 Provide opportunities for staff to attend Common Core workshops/training's, to support growth in student grades in order to raise student scores in English and Math results on the CAASPP.

Budgeted Expenditures

Amount			\$8,000
Source			Other
Budget Reference			5000-5999: Services And Other Operating Expenditures
Amount			\$2,000
Source			Other
Budget Reference			1000-1999: Certificated Personnel Salaries
Amount			\$1870
Source			Title III
Budget Reference			5000-5999: Services And Other Operating Expenditures

Action 6

All [Add Students to be Served selection here]	Specific Schools: Accelerated Charter High School [Add Location(s) selection here]
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OR

[Add Students to be Served selection here]

[Add Scope of Services selection here]

Specific Schools: Accelerated Charter High School
[Add Location(s) selection here]

Actions/Services

New Action

#6 Provide research based training for Titan Instruction Leadership team to attend KAGAN and extended training for all staff throughout the school year, followed up with KAGAN coaching model and support. TILT to attend Conference on July 29- Aug 2

Budgeted Expenditures

Amount			\$28,960
Source			Other
Budget Reference			5800: Professional/Consulting Services And Operating Expenditures
Amount			\$8,245
Source			Other
Budget Reference			5000-5999: Services And Other Operating Expenditures
Amount			\$1,500
Source			Other
Budget Reference			1000-1999: Certificated Personnel Salaries

Action 7

All
[Add Students to be Served selection here]

Specific Schools: Accelerated Charter High School
[Add Location(s) selection here]

OR

[Add Students to be Served selection here]

[Add Scope of Services selection here]

Specific Schools: Accelerated Charter High School
[Add Location(s) selection here]

Actions/Services

New Action

#7 Provide a 3 hours per week art instructor to support fine art requirement for students to be college and career ready.

Budgeted Expenditures

Amount

\$7,260

Source

LCFF Supplemental and Concentration

Budget Reference

1000-1999: Certificated Personnel Salaries

Action 8

All
[Add Students to be Served selection here]

Specific Schools: Accelerated Charter High School
[Add Location(s) selection here]

OR

[Add Students to be Served selection here]

[Add Scope of Services selection here]

Specific Schools: Accelerated Charter High School
[Add Location(s) selection here]

Actions/Services

		New Action
		#8 Buy back one hour of prep to support academic success for students during response to intervention

Budgeted Expenditures

Amount			\$18,200
Source			Other
Budget Reference			1000-1999: Certificated Personnel Salaries

Action 9

All [Add Students to be Served selection here]	Specific Schools: Accelerated Charter High School [Add Location(s) selection here]
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OR

English Learners Foster Youth Low Income [Add Students to be Served selection here]	Schoolwide [Add Scope of Services selection here]	Specific Schools: Accelerated Charter High School [Add Location(s) selection here]
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Actions/Services

		New Action
		#9 Provide PLC/PD training and release time to develop instruction in math and research based Step Up to Writing program, to support growth in student grades in order to raise student scores in

English and Math on the CAASPP to be college and career ready.

Budgeted Expenditures

Amount			\$13,295
Source			Other
Budget Reference			5800: Professional/Consulting Services And Operating Expenditures

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 2

All English Language Learners will improve their language acquisition and achievement

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

Although our data shows growth in our course passing rate, graduation rate, and reclassification with our English Language Learners, there is still a continuing need to support our students to be college and career ready. This includes continuing to support to our EL students, so that they are able to demonstrate proficiency in English and Mathematics. We also need to continue to support our students in science, so that they are able to think like scientists. It is also important to continue to challenge our students through enrollment in career technical education courses to be college and career ready and improve their overall language acquisition and achievement.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of students scoring proficient or above in ELPAC (CELDT)	75%	77% (Actual 62.2%)	78% (Actual ELPAC- L4 0% L3 30.56% L2 41.67%)	L4- 5%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Number of students reclassified as English proficient	62%	64% (Actual 53%)	66% (Actual ELPAC 0% due to changes from CELDT to ELPAC)	5%
Percentage of students meeting or exceeding the standards in English on the California Assessment of Student Performance and Progress(CAASPP)	Baseline year	4% (Actual 0%)	6% (Actual 0%)	4%
Percentage of students meeting or exceeding the standards in Mathematics on the California Assessment of Student Performance and Progress(CAASPP)	Baseline year	4% (Actual 0%)	6% (Actual 0%)	4%
Passing rate of C or better in Science courses		87%	90%	88%
Passing rate of C or better in Mathematics courses	74%	76% (Actual 74.4%)	78% (Actual 74.4%)	76%
Passing rate of C or better in Social Science courses	86%	87% (Actual 100%)	96%	90%
Graduation Rate	Baseline	91.7% (Actual 88%)	92% (Actual 90.9%)	93%
Dropout Rate	Baseline	4.2% (Actual 8%)	4% (Actual 9.1%)	8%

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

All
[Add Students to be Served selection here]

Location(s):

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

Specific Schools: Accelerated Charter High School
[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income
[Add Students to be Served selection here]

Scope of Services:

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

Schoolwide
[Add Scope of Services selection here]

Location(s):

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

Specific Schools: Accelerated Charter High School
[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

#1 Create ELD support sections in the master schedule and higher an ELD teacher to provide services 11.5 hours per week.

2018-19 Actions/Services

#1 Create ELD support sections in the master schedule and higher an ELD teacher to provide services 11.5 hours per week.

2019-20 Actions/Services

#1 Create ELD support sections in the master schedule and higher an ELD teacher to provide services 11.5 hours per week.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$27,970	\$28,400	\$28,410
Source	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

Action 2

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

Students to be Served:

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

All
[Add Students to be Served selection here]

Location(s):

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

Specific Schools: Accelerated Charter High School
[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income
[Add Students to be Served selection here]

Scope of Services:

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

Schoolwide
[Add Scope of Services selection here]

Location(s):

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

Specific Schools: Accelerated Charter High School
[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

2017-18 Actions/Services

#2 Continue to provide staff development on embedding ELD standards and

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

Unchanged Action

2018-19 Actions/Services

#2 Continue to provide staff development on embedding ELD standards and

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

Modified Action

2019-20 Actions/Services

#2 Continue to provide staff development and instructional supplies on embedding

instructional strategies in ELA, Social Students, Mathematics and Science

instructional strategies in ELA, Social Students, Mathematics and Science

standards and instructional strategies in ELA, Social Studies, Mathematics and Science for English Learners.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2610	\$3000	\$1,500
Source	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	4000-4999: Books And Supplies

Action 3

All
[Add Students to be Served selection here]

Specific Schools: Accelerated Charter High School
[Add Location(s) selection here]

OR

English Learners
[Add Students to be Served selection here]

[Add Scope of Services selection here]

Specific Schools: Accelerated Charter High School
[Add Location(s) selection here]

Actions/Services

New Action

#3 Provide Read 180 instructional materials for English Language Development in all English Language Development classes.

Budgeted Expenditures

Amount			\$1,800
Source			Other
Budget Reference			4000-4999: Books And Supplies

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 3

All students will be part of a positive learning environment where they feel welcomed, valued, safe and engaged as part of a greater community.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Identified Need:

Based on the participation rates of our students and parents, we need to continue to engage our parents in the education of their students. Our survey results also show that we need to continue to support the social and emotional needs of our students. This includes providing training to our staff on how to build connections with their students.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Pupil to Counselor ratio	160:1	160:1 (Actual 122:1)	160:1	160:1
Attendance Rate	87% (Actual 16-17 85%)	87% (Actual 17-18 94%)	88% (Actual 95%)	96%
Number of Suspensions	21.5% 83	18.9% (Actual 51)	70	65
Number of Expulsions	4.67% 10	8 (Actual 4 1.61%)	6	4

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Positive Behavior Intervention System	Bronze status (Actual Silver Status)	Silver Status (Actual, applied for platinum status)	Gold Status	Gold Status

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

All
[Add Students to be Served selection here]

Location(s):

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

Specific Schools: Accelerated Charter High School
[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income
[Add Students to be Served selection here]

Scope of Services:

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

Schoolwide
[Add Scope of Services selection here]

Location(s):

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

Specific Schools: Accelerated Charter High School
[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

New Action

2017-18 Actions/Services

#1 Continue to provide a principal's secretary that will create a positive welcoming environment where students feel valued and safe.

2018-19 Actions/Services

#1 Continue to provide a principal's secretary that will create a positive welcoming environment where students feel valued and safe.

2019-20 Actions/Services

Discontinued goal, district will cover cost of secretary.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$63,530	\$64,230	0
Source	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration	
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	

Action 2

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

Students to be Served:

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

All
[Add Students to be Served selection here]

Location(s):

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

Specific Schools: Accelerated Charter High School
[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income
[Add Students to be Served selection here]

Scope of Services:

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

Schoolwide
[Add Scope of Services selection here]

Location(s):

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

Specific Schools: Accelerated Charter High School
[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

#2 Continue with Positive Behavior Intervention and Support student incentives. ACS will conduct an awards celebration, every six weeks, as well as provide families with information on community programs and school related support services.

2018-19 Actions/Services

#2 Continue with Positive Behavior Intervention and Support student incentives. ACS will conduct an awards celebration, every nine weeks, as well as provide families with information on community programs and school related support services.

2019-20 Actions/Services

#2 Continue to embed Positive Behavior Intervention and Support program on the ACHS campus with student incentives, materials, and supplies to build a positive culture where students have a sense of belonging. ACHS will continue to celebrate students every nine weeks with awards celebrations and family informational meetings on community outreach and school related support services.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,610	\$28,619	\$27,714
Source	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Action 3

All
[Add Students to be Served selection here]

Specific Schools: Accelerated Charter High School
[Add Location(s) selection here]

OR

[Add Students to be Served selection here]

[Add Scope of Services selection here]

Specific Schools: Accelerated Charter High School
[Add Location(s) selection here]

Actions/Services

		New Action
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		# 3 Provide a full time drug, alcohol, and coping skills counselor to students at risk and who have been suspended for drug use and/or struggling with sobriety through Recovery Resources.
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Budgeted Expenditures

Amount			\$58,500
Source			Other
Budget Reference			5800: Professional/Consulting Services And Operating Expenditures

Action 4

All [Add Students to be Served selection here]	Specific Schools: Accelerated Charter High School [Add Location(s) selection here]
---	---

OR

[Add Students to be Served selection here]	[Add Scope of Services selection here]	Specific Schools: Accelerated Charter High School [Add Location(s) selection here]
--	--	---

Actions/Services

		New Action
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		#4 Provide a part time SSIP, coach to reconnect at-risk students to school and the greater community.
--	--	---

Budgeted Expenditures

Amount			\$19,500
Source			Other
Budget Reference			5800: Professional/Consulting Services And Operating Expenditures

Action 5

All [Add Students to be Served selection here]	Specific Schools: Accelerated Charter High School [Add Location(s) selection here]
---	---

OR

English Learners Foster Youth [Add Students to be Served selection here]	Schoolwide [Add Scope of Services selection here]	Specific Schools: Accelerated Charter High School [Add Location(s) selection here]
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Actions/Services

		New Action
		#5 Provide a .50 Intervention in Study Skill and Support Services Classroom instructor to struggling students who are at risk, due to behaviors, suspensions, or lack of coping skills. This class will provide students with an opportunity to engage in school and community when dealing with struggles on and off campus.

Budgeted Expenditures

Amount			\$59,120
Source			LCFF Supplemental and Concentration
Budget Reference			1000-1999: Certificated Personnel Salaries
Amount			\$600
Source			Title III
Budget Reference			4000-4999: Books And Supplies

Action 6

All [Add Students to be Served selection here]	Specific Schools: Accelerated Charter High School [Add Location(s) selection here]
---	---

OR

[Add Students to be Served selection here]	Schoolwide [Add Scope of Services selection here]	Specific Schools: Accelerated Charter High School [Add Location(s) selection here]
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Actions/Services

		New Action
		#6 Provide a FTE in the area of a Family Community Liaison. This position will work with struggling students who are at risk, due to attendance, behaviors, suspensions, or lack of coping skills. This individual will connect families and student to school and community services, in order to support the whole student.

Budgeted Expenditures

Amount			\$68,860
Source			Title I
Budget Reference			1000-1999: Certificated Personnel Salaries

Action 7

All [Add Students to be Served selection here]	Specific Schools: Accelerated Charter High School [Add Location(s) selection here]
---	---

OR

English Learners Foster Youth Low Income [Add Students to be Served selection here]	Schoolwide [Add Scope of Services selection here]	Specific Schools: Accelerated Charter High School [Add Location(s) selection here]
--	--	---

Actions/Services

		New Action
		#7 Salaries for tutoring services for at risk students.

Budgeted Expenditures

Amount			\$2950
Source			Title III
Budget Reference			1000-1999: Certificated Personnel Salaries
Amount			\$600
Source			Title III
Budget Reference			3000-3999: Employee Benefits

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

\$\$335,642

Percentage to Increase or Improve Services

28.72%%

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

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

Goal 1- All students will graduate college and career ready

Action 1- New action to support PD funded by CSI

Action 2- Decrease in funding due to supplies being used from the 2018-2019 school year that are still usable for school culture

Action 3- Increase due to COLA

Action 4- Increase in order to provide reconnecting youth and support services to at risk students.

Action 5- New action to support teachers time sheets in implementation of new PD

Action 6- New action to implement training of KAGAN across curricular

Action 7- New action to for instructional and supplies for new implementation of PD.

Action 8- New action to support the districts goal of the 4 A's in adding an additional Art instructor

Action 9- New action to buy back one hour of prep to support students in RTI

Goal 2- All English Learners will raise their Language Acquisition and Achievement

Action 1- Increase due to COLA

Action 2- Decrease due to the entire amount was not spent in 18-19 school year.

Action 3- New action to supply core instructional materials for ELD classes.

Goal 3- All students will be part of a positive learning environment where they fell welcomed, valued, safe, and engaged as a part of a greater community.

Action 1- New action to increase postilion o provide mush needed support to student in need of academic intervention

Action 2- Decrease in funds due to the fact that in 18-19 supplies were purchased that can be used for following school year.
 Action 3- New action to support the need of a drug and alcohol counselor as our drug use continues to rise on campus
 Action 4- New action to support a part time SSIP coach to support students involved in gang violence and decrease suspensions.

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$330,587

28.03%

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

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

Goal 1

Action 1- No increased or improved services

Action 2- Increased funding due to the modification of the action to incorporate materials and supplies for all standards based and career technical education as we add an additional welding program.

Action 3- Increase due to TJUHSD school counselor pay scale

Action 4- Added action to support students at risk in their core content as well as provide students with the opportunity for career technical education program in the area of welding, in order to support students to be college and career ready.

Goal 2

Action 1- Increased funding due to TJUHSD salary scale

Action 2- Increase funding for English Learners professional development for all staff.

Goal 3

Action1- Increased funding to promote Positive Behavior Intervention System with extrinsic enrichment to encourage students to be intrinsically motivated and provide incentive for character building for showing positive growth in self and academics.

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$

%

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).

Empty text box for descriptions.

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

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

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

Plan Summary

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

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

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

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

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

Comprehensive Support and Improvement

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

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

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

Stakeholder Engagement

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

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

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

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

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

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

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

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

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

Priority 2: Implementation of State Standards addresses:

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

Priority 3: Parental Involvement addresses:

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

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

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

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

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

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

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

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

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

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

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

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

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

Local Priorities address:

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

- (a) “Chronic absenteeism rate” shall be calculated as follows:
- (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:
 - (A) enrolled less than 31 days
 - (B) enrolled at least 31 days but did not attend at least one day
 - (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
 - (i) are enrolled in a Non-Public School
 - (ii) receive instruction through a home or hospital instructional setting
 - (iii) are attending a community college full-time.
 - (2) The number of students who meet the enrollment requirements.
 - (3) Divide (1) by (2).
- (b) “High school dropout rate” shall be calculated as follows:
- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (c) “High school graduation rate” shall be calculated as follows:
- (1) For a 4-Year Cohort Graduation Rate:
 - (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
 - (B) The total number of students in the cohort.
 - (C) Divide (1) by (2).
 - (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:
 - (A) The number of students who either graduated as grade 11 students or who earned any of the following:
 - (i) a regular high school diploma
 - (ii) a High School Equivalency Certificate
 - (iii) an adult education diploma
 - (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
 - (B) The number of students in the DASS graduation cohort.
 - (C) Divide (1) by (2).
- (d) “Suspension rate” shall be calculated as follows:
- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).
- (e) “Expulsion rate” shall be calculated as follows:
- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

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

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

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

Guiding Questions: Goals, Actions, and Services

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

Prepared by the California Department of Education, January 2019

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	327,617.00	306,732.90	214,670.00	327,617.00	586,284.00	1,128,571.00
	0.00	0.00	0.00	0.00	0.00	0.00
LCFF Base	0.00	64,230.00	0.00	0.00	0.00	0.00
LCFF Supplemental and Concentration	327,617.00	242,502.90	214,670.00	327,617.00	351,404.00	893,691.00
Other	0.00	0.00	0.00	0.00	160,000.00	160,000.00
Title I	0.00	0.00	0.00	0.00	68,860.00	68,860.00
Title III	0.00	0.00	0.00	0.00	6,020.00	6,020.00

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

Total Expenditures by Object Type						
Object Type	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	327,617.00	306,732.90	214,670.00	327,617.00	586,284.00	1,128,571.00
	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	209,150.00	208,150.00	145,530.00	209,150.00	395,700.00	750,380.00
2000-2999: Classified Personnel Salaries	64,230.00	64,230.00	63,530.00	64,230.00	0.00	127,760.00
3000-3999: Employee Benefits	0.00	0.00	0.00	0.00	600.00	600.00
4000-4999: Books And Supplies	54,237.00	34,352.90	5,610.00	54,237.00	51,614.00	111,461.00
5000-5999: Services And Other Operating Expenditures	0.00	0.00	0.00	0.00	18,115.00	18,115.00
5800: Professional/Consulting Services And Operating Expenditures	0.00	0.00	0.00	0.00	120,255.00	120,255.00

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

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	327,617.00	306,732.90	214,670.00	327,617.00	586,284.00	1,128,571.00
		0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration	209,150.00	208,150.00	145,530.00	209,150.00	302,190.00	656,870.00
1000-1999: Certificated Personnel Salaries	Other	0.00	0.00	0.00	0.00	21,700.00	21,700.00
1000-1999: Certificated Personnel Salaries	Title I	0.00	0.00	0.00	0.00	68,860.00	68,860.00
1000-1999: Certificated Personnel Salaries	Title III	0.00	0.00	0.00	0.00	2,950.00	2,950.00
2000-2999: Classified Personnel Salaries	LCFF Base	0.00	64,230.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	64,230.00	0.00	63,530.00	64,230.00	0.00	127,760.00
3000-3999: Employee Benefits	Title III	0.00	0.00	0.00	0.00	600.00	600.00
4000-4999: Books And Supplies	LCFF Supplemental and Concentration	54,237.00	34,352.90	5,610.00	54,237.00	49,214.00	109,061.00
4000-4999: Books And Supplies	Other	0.00	0.00	0.00	0.00	1,800.00	1,800.00
4000-4999: Books And Supplies	Title III	0.00	0.00	0.00	0.00	600.00	600.00
5000-5999: Services And Other Operating Expenditures	Other	0.00	0.00	0.00	0.00	16,245.00	16,245.00
5000-5999: Services And Other Operating Expenditures	Title III	0.00	0.00	0.00	0.00	1,870.00	1,870.00
5800: Professional/Consulting Services And Operating Expenditures	Other	0.00	0.00	0.00	0.00	120,255.00	120,255.00

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

Total Expenditures by Goal

Goal	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	203,368.00	183,483.90	117,950.00	203,368.00	316,730.00	638,048.00
Goal 2	31,400.00	30,400.00	30,580.00	31,400.00	31,710.00	93,690.00
Goal 3	92,849.00	92,849.00	66,140.00	92,849.00	237,844.00	396,833.00

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

Expenditures Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20
All Funding Sources					

Expenditures NOT Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20
All Funding Sources					