LCAP Year ☒ 2017–18   ☐ 2018–19   ☐ 2019–20

Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

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

LCFF Evaluation Rubrics: 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	California Virtual Academy at Sonoma		
Contact Name and Title	Liz Palmiter Principal	Email and Phone	lpalmiter@caliva.org 805-581-0202

2017-20 Plan Summary

THE STORY

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

The California Virtual Academy at Sonoma is a community of educators, students, parents, and learning coaches working together to create lifelong learners and responsible members of society. Our team works collaboratively to engage every student, every day, to ensure success in standards aligned curriculum.

We educate a diverse group of approximately 600 students in grades TK through 12. 46% of our students qualify for free or reduced lunch, 16% have an IEP or 504, and 1% are English Language Learners. Our student ethnicity breakdown is included in the chart below.
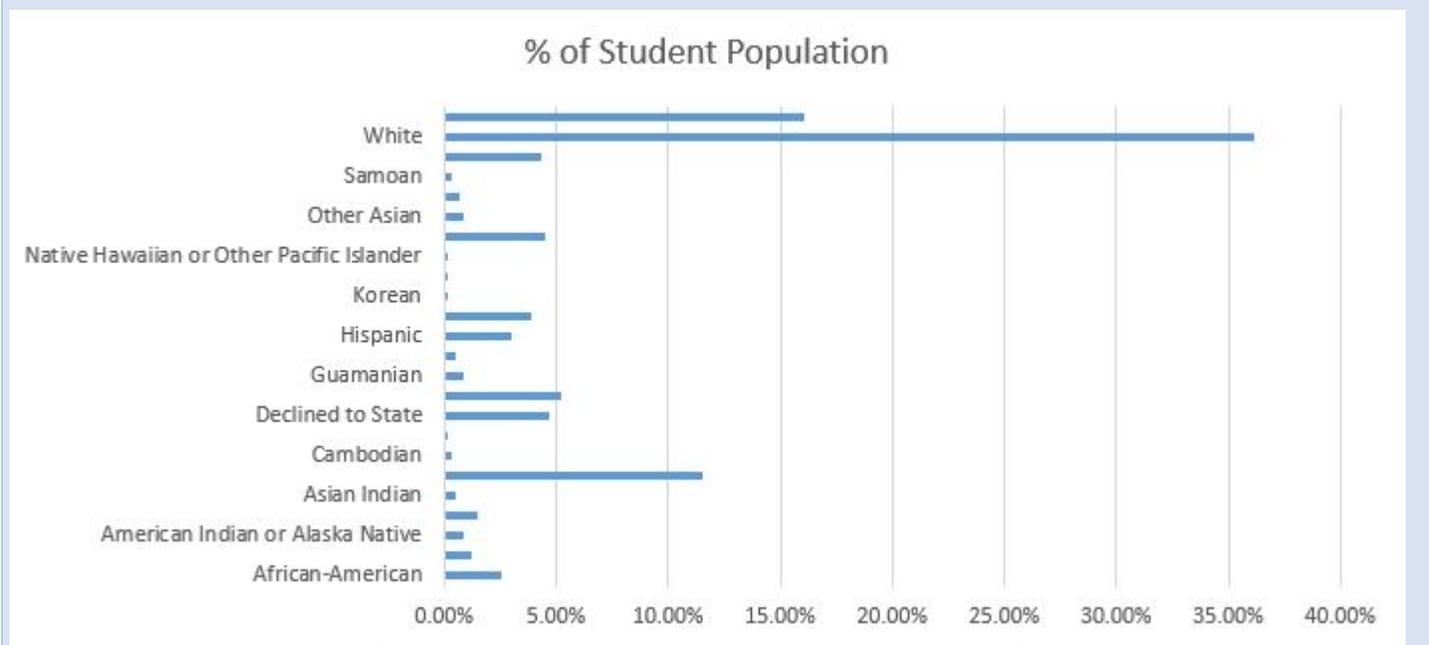
LCAP HIGHLIGHTS

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

Our stakeholders, including staff, parents, and students, have collaborated to develop the following three goals:

1: Increase student achievement and proficiency across all metrics for all sub-groups of pupils, including unduplicated pupils and those with disabilities.
Working towards this goal, we will focus on multiple areas of student achievement, including CAASPP test scores, yearly proficiency scores such as i-Ready, and teacher implemented assessments such as quizzes, tests, and other assignments.

#2: Create a safe and positive learning environment that fosters parent participation as well as student attendance, retention, and graduation.
Within this goal we focus on engagement factors such as attendance and goal setting.

#3: Provide all pupils access to standards-aligned courses in well-rounded curriculum taught by appropriately assigned and credentialed teachers, as well as 21st Century technology, and targeted programs and services.
This goal is designed to ensure we provide all students with a rigorous and supportive learning environment.

REVIEW OF PERFORMANCE

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

GREATEST PROGRESS

Within Goal 1 our greatest areas for celebration are an increase in students completing Advanced Placement exams, and an increase of students scoring "Ready" on the Early Assessment Program Test. Our EAP ELA scores increased by 11%, and math by 1%. Additionally, we offered our first A-G approved Digital Arts courses this year.

Within Goal 2 our greatest celebrations are increased opportunities for Learning Coach education, and maintaining a 0% suspension and expulsion rate. We were also able to increase social emotional supports by providing social workers and character building groups designed to address those issues that may be preventing success at school.

Finally, within Goal 3, we continue to have 100% of our courses taught by appropriately credentialed teachers, 100% of our students have access to a broad study of curriculum, and 100% of our English Language Learners have access to appropriate ELD support.

In regards to the state priorities, our greatest area of strength is maintaining a 0% student suspension and expulsion rate,

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

GREATEST NEEDS

Of the eight state indicators, CAVA @ Sonoma scores in the red or orange performance category in the areas of graduation rate, ELA proficiency, and math proficiency. These areas align with local performance indicators as our greatest priorities.

We are working diligently to ensure students have access to curriculum that is standards aligned to improve our math and ELA proficiency. Additionally, we are reviewing course assignments and adjusting our high school course offerings to ensure students are placed in rigorous, supportive courses. We have increased instructional time with teachers, and increased requirements for live sessions. Finally, we are increasing our engagement efforts to ensure higher attendance and participation rates, as well as to decrease credit deficiency.

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

PERFORMANCE GAPS

Due to our small school size the state does not publish performance data for all sub-groups of pupils. CAASPP data is broken down by sub-group and evaluates ELA and math proficiency. However, it does not differentiate foster youth so that student group's performance gap cannot be evaluated. In regards to the math and ELA proficiency indicator, data is displayed below.

This date indicates the greatest performance gap is for students with a disability. We are working to increase parent and student participation in IEP meetings, and provide push in SAI services as well as pull out services.

Proficiency Rate	All Students	With Disability	Economically Disadvantaged	E
ELA	42.00%	27.00%	33.00%	
Math	20%	13%	12%	

INCREASED OR IMPROVED SERVICES

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

Based on stakeholder feedback we will implement multiple policies and procedures aimed at improving services for our low-income, English Learner, and foster students. Perhaps the three most significant changes are:
1. Supplementing our FAST support team with more social worker and engagement specialist support options.
2. Increase instructional time focused on re-teaching, clarification, intervention, and other individualized supports.
3. Increase opportunities for parent/Learning Coach engagement and education.

BUDGET SUMMARY

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

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	$
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	$354,910.00

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

Only supplemental and, if applicable, concentration fund expenditures are included in the LCAP to clearly isolate and illustrate how supplemental and concentration funds have been and will be utilized to increase and/or improve services for the school's at-risk student population. The general fund budget expenditures are included in the school's adopted budget, interim budget updates, and unaudited actuals, which are presented and approved by the school's board on a quarterly basis.

$4,858,522	Total Projected LCFF Revenues for LCAP Year

Annual Update   **LCAP Year Reviewed: 2016-17**

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

Goal 1	Increase student achievement and proficiency across all metrics for all sub-groups of pupils, including unduplicated pupils and those with disabilities.

State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED	**ACTUAL**
1. Increase by 2% the number of students meeting or exceeding standards on the CAASPP for grades 3-8 and 11. 2. Increase AYP proficiency by 2% to 46% at or above proficiency. 3. Increase graduation rate to 72% 4. Increase number of students successfully completing (and reporting completion) of AP exams above 0%. 5. Increase number of students taking EAP ELA to 90% and math to 92%. Increase passing rate for ELA to 55% and math to 15%. 6. Increase the percent of EL students who are reclassified by an additional 3%. 7. Create a baseline for i-Ready in grades 3-12 and increase K-2 on grade level placement by 2%. 8. 75% of Title 1 students scoring below grade level on initial universal screener will demonstrate more than one year of growth as measured by i-Ready diagnostic score, establishing a baseline for future growth data.	AYP is a metric that is no longer used.

9. Due to the nature of independent study, it is not possible to meet A-G requirements in this school setting, specifically in laboratory sciences and fine arts.

Metrics/Indicators	2014-15	2015-16	M
1. SBAC ELA grades 3-8, 11 (Standards Exceeded or Met)	43.00%	42.00%	Not
1. SBAC Math grades 3-8,11 (Standards Exceeded or Met)	21.00%	20.00%	Not
3. High school graduation rates	49.00%	41.70%	Not
4. % of pupils who completed an AP exams	0.00%	0.50%	Me
4. % of pupils who have passed AP exams with 3 or higher	N/A	N/A	Dev
ELA Test	N/A	78%	Not
Math Test	N/A	82%	Not
5. % of pupil who scored Ready on the Early Assessment Program (EAP) ELA Test	54.00%	65.00%	Me
5. % of pupil who scored Ready on the Early Assessment Program (EAP) Math Test	33.00%	14.00%	Not
6. EL reclassification rate	70.00%	23.10%	Not
6. Percentage of English learner pupils who make progress toward English proficiency as measured by the CELDT	N/A	N/A	Fev
7. % of 3-12 pupils at/above grade level on i-Ready Reading/Math	N/A	N/A	Dev
7. % of K2 pupils at/above grade level on i-Ready Math	65.30%	48.60%	Not
7. % of K2 pupils at/above grade level on i-Ready Reading	78.30%	70.30%	Not
8. Title I Pupil i-Ready growth	N/A	N/A	Dev
9. % of 4-year Cohort that Completed A-G requirements	N/A	N/A	Dev

[ACTIONS / SERVICES](#)

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

Action **1**

Actions/Services	PLANNED	ACTUAL
	Professional Development	All staff participated in professional development opportunities focused on student achievement and engagement.
Expenditures	BUDGETED	ESTIMATED ACTUAL
	Training, materials	Training, materials
	Teachers Supplemental and Concentration 48,625	Teachers Supplemental and Concentration 65,508

Action **2**

	PLANNED	ACTUAL
Actions/Services	Develop an IEP goal archiving system to enable mass collection of data on IEP goals from year to year. Teachers will be provided with supplemental professional development how to how to report Phase Change data for more accurate data tracking. In addition, teachers will compile data for collaboration.	Data was not trackable within the online state wide SEIS IEP program. Parent participation was solicited by phone calls, emails and participation during and prior to live IEP meetings held with each student's parent. A new system for tracking this data will be implemented within CMS Marvin system to track the data for future outcomes.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	SPED Staff	

Action 3

	PLANNED	ACTUAL
Actions/Services	Create an Individualized Learning Plan for each student and utilize a Response to Intervention model to determine level of support each pupil needs in ELA and math. Verify pupils have access through their online learning system to standards aligned curriculum.	Created an Individualized Learning Plan for each student and utilized a Response to Intervention model to determine level of support each pupil needed in ELA and math. Verified pupils have access through their online learning system to standards aligned curriculum.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	Teachers, Student Information System Supplemental and Concentration 13,892	Teachers, Student Information System Supplemental and Concentration 9,843

Action 4

	PLANNED	ACTUAL
Actions/Services	Comprehensive English Language development program addressing language and academic needs of diverse EL population such as newcomers to long term ELs.	Utilized comprehensive English Language development program addressing language and academic needs of diverse EL population such as newcomers to long term ELs.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	ELD Teachers Supplemental and Concentration Supplemental ELD Program Supplemental and Concentration 6,936	ELD Teachers Supplemental and Concentration Supplemental ELD Program Supplemental and Concentration 7,447

Action 5

	PLANNED	ACTUAL
Actions/Services	Increase instructional time with credentialed teacher. Provide regular and consistent evaluation of student work samples to identify gaps in skills, provide ongoing feedback, and determine appropriate supports and interventions.	Increased instructional time with credentialed teacher. Provided regular and consistent evaluation of student work samples to identify gaps in skills, provided ongoing feedback, and determined appropriate supports and interventions
	BUDGETED	ESTIMATED ACTUAL
Expenditures	Teachers	Teachers

Action 6

Actions/Services

PLANNED	ACTUAL
Daily practice and reinforcement of skills through supplemental assignments and activities.	Provided daily practice and reinforcement of skills through supplemental assignments and activities.

Expenditures

BUDGETED	ESTIMATED ACTUAL
Teachers	Teachers

Action 7

Actions/Services

PLANNED	ACTUAL
Track the progress of each RFEP student and provide targeted interventions when students are not meeting standards.	All RFEP students are monitored twice a year for two years. The students' state testing scores, progress and grades in the ELA course, and overall performance are reviewed. If a student is showing a lack of success in the ELA course due to language, that student is offered ELD services once again through ESL ReadingSmart and live class connect sessions if needed.

Expenditures

BUDGETED	ESTIMATED ACTUAL
ELD Teachers ELD Clerk	ELD: Teachers, Clerk, Curriculum, Teachers

Action 8

Actions/Services

PLANNED	ACTUAL
Monitor progress through assignment completion rate, pass rates, and standardized test scores.	Monitored progress through assignment completion rate, pass rates, and standardized test scores.

Expenditures

BUDGETED	ESTIMATED ACTUAL
Staff, progress monitoring tool	Staff, progress monitoring tool

Action 9

Actions/Services

PLANNED	ACTUAL
Continue providing access to resources to supplement AP courses.	Continued to provide access to resources to supplement AP courses. Calculus text books were provided as part of the course, and additional funds were not needed.

Expenditures

BUDGETED	ESTIMATED ACTUAL
standards-based resources, AP Calculus Books Supplemental and Concentration 48	standards-based resources Supplemental and Concentration 48

Action 10

	PLANNED	ACTUAL
Actions/Services	Continue utilizing i-Ready in grades K-8, and begin utilizing for 9-12 as well.	Continued utilizing diagnostic assessment in grades K-8, and begin utilizing for 9-12 as well.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	program Supplemental and Concentration 10,509	Standards based assessment program Supplemental and Concentration 10,347

Action 11

	PLANNED	ACTUAL
Actions/Services	Teachers use data from universal assessment to assign Targeted Instruction sessions, in person meetings, and BBC sessions and meet with students as needed. All curriculum is aligned to CCSS.	Teachers used data from universal assessment to assign Targeted Instruction sessions, in person meetings, and BBC sessions and meet with students as needed. All curriculum is aligned to CCSS.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	Teachers ELD Teachers i-Ready Diagnostic Supplemental and Concentration	Teachers ELD Teachers i-Ready Diagnostic

Action 12

	PLANNED	ACTUAL
Actions/Services	Small group reading intervention classes for struggling students (tier 2 and 3). These students are selected and placed through a referral process used to target at risk learners, as identified by several areas that include teacher observation, lack of progress toward grade level ELA and math goals based on CCSS, scoring below grade level expectation on the universal assessment, and parent conferencing.	Provided small group reading intervention classes for struggling students (tier 2 and 3). These students were selected and placed through a referral process used to target at risk learners, as identified by several areas that included teacher observation, lack of progress toward grade level ELA and math goals based on CCSS, scoring below grade level expectation on the universal assessment, and parent conferencing.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	Title I Staff Title I i-Ready Instruction Title I A+ Curriculum Title I	Title 1 Staff Title I i-Ready Instruction Title I

Action 13

	PLANNED	ACTUAL
Actions/Services	Regularly communicate A-G requirements and the option of taking Community College courses while in HS.	Regularly communicated A-G requirements and the option of taking Community College courses while in HS.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	Guidance Counselors, staff	

Action **14**

Actions/Services

PLANNED	ACTUAL
Expand FAST Program/Social Emotional Support Program to k-8 and continue to utilize in at the HS level in order to increase student academic support and proficiency.	Expanded FAST Program/Social Emotional Support Program to K-8 and continued to utilize at the HS level in order to increase student academic support and proficiency.

Expenditures

BUDGETED	ESTIMATED ACTUAL
Supplemental and Concentration 28,853	Supplemental and Concentration 7,847

Action **15**

Actions/Services

PLANNED	ACTUAL
Increase training and promotion for families on the importance of completing the universal diagnostic assessment.	FASTeam increased training and promotion for families on the importance of completing the universal diagnostic assessment.

Expenditures

BUDGETED	ESTIMATED ACTUAL
Staff	Staff

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	Overall, actions and services were implemented as written, with no major exceptions. Some highlights of implementation were professional development opportunities specifically focused on quality instruction and student achievement, increased instructional time, and increased instruction focused on individualized support. FAST has been fully implemented in the 16-17 school year at all grades, TK-12. The full implementation includes school social workers at both the Tk-8 and high school levels, Family Academic Support Liaisons dedicated to elementary, middle, or high school, a family engagement coordinator for proactive support through onboarding, and two compliance liaisons to address truancy. In the 15-16 school year, students in the CAVA @ Sonoma high school FAST program passed 56.5% of ELA and Math courses. This will be the baseline for continued growth in future years. The intervention team held required math and reading classes in small groups of 12 or less in Tier 2 and 6 or less in Tier 3. Students were first identified as eligible for support based upon universal screening scores in both subjects, and then teachers referred students for the required small group classes once identified. In the 15-16 school year, 35% of students were referred to the required intervention classes. To increase participation in the intervention program in 16-17, direct messaging was sent to families to self-refer their students for support, referral windows were implemented, and the number of high school classes supported increased. In addition to small group reading classes, additional optional workshops were provided on a weekly basis for students enrolled in reading remediation courses (MARK12).

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The effectiveness of the implemented actions is mixed, and we will not see the full effect until next year when we have comprehensive 16-17 school year data. We saw a sharp increase in EAP ELA scores, but a decrease in overall CAASPP scores. We also saw a slight increase in AP participation rates. The metrics used to measure some actions, such as i-Ready growth, are establishing baselines with 16-17 data, making it difficult to measure the effectiveness of those actions at the time of this update.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Due to a material decrease in estimated enrollment, which materially restricted general funding, the school was not able to meet this goal's budgeted expenditures. Increases and improvements to support services were and are also provided for Goal #1 using school-wide Title I program.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	No changes will be made to the goal at this time. Expected outcomes will be slightly revised to be more appropriate to the results of this year's actions. Additionally, minor changes will be made to the actions to reflect updated policies and programs. Those changes will be detailed in the Planned Actions and Services area for Goal #1.

Annual Update   **LCAP Year Reviewed: 2016-17**

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

Goal 2	Create a safe and positive learning environment that fosters parent participation as well as student attendance, retention, and graduation.

State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED	**ACTUAL**
1. Overall favorable responses on the Family Survey will increase by __%. - establish baseline 2. Parent participation in Learning Coach Orientations and Workshops will increase by __% - establish a baseline 3. Increase parent participation in IEPs by 1% 4. Maintain an attendance rate of 95% or higher for K5 and 95% or higher for MS. 5. Increase the HS attendance rate to 90%. 6. Decrease the chronic absenteeism rate to 20% 7. Maintain a 0% suspension and expulsion rate. 8. Increase the HS graduation rate by 2%. 9. Decrease the dropout rate to 33.6%.	

ACTIONS / SERVICES

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

Action 1

Actions/Services

PLANNED	ACTUAL
Professional Development	Professional development was provided to all staff specific to the student groups with who they worked.

Expenditures

BUDGETED	ESTIMATED ACTUAL
Training, materials Supplemental and Concentration 48,625	Training, materials Supplemental and Concentration 65,508

Action 2

Actions/Services

PLANNED	ACTUAL
Hold Learning Coach Orientations and Workshops designed to educate and support Learning Coaches and students.	Held Learning Coach orientations and workshops designed to educate and support Learning Coaches and students.

Expenditures

BUDGETED	ESTIMATED ACTUAL
Teachers, Administrators	Teachers, Administrators, FAST

Action 3

Actions/Services

PLANNED	ACTUAL
Send Quarterly surveys requesting feedback regarding Orientations, live sessions, understanding of enrollment requirements, etc.	Sent surveys on an as needed basis requesting feedback regarding school policies,

Expenditures

BUDGETED	ESTIMATED ACTUAL
Teachers, Administrators	Teachers, Administrators

Action 4

Actions/Services

PLANNED	ACTUAL
Create a system to track parent participation in Learning Coach Orientations and Workshops.	All departments tracked attendance at Learning Coach Orientations. Additionally, all departments utilized the Orientations developed by FAST. Attendance at those orientations was tracked through the Online School.

Expenditures

BUDGETED	ESTIMATED ACTUAL
Administrators Supplemental and Concentration	Administrators, FAST

Action 5

Actions/Services

PLANNED	ACTUAL

	Create a parent feedback master calendar for SY16-17 and gather data from Quarterly Family Surveys.	School wide family pulse checks were provided within 2 weeks of enrollment and approximately monthly through the school year to gather data on satisfaction and feedback on any issues that may need to be addressed. Although a master calendar was not created by each department, the implementation of family pulse checks allowed for consistent feedback from families.
Expenditures	**BUDGETED** Administrators	**ESTIMATED ACTUAL**

Action 6

Actions/Services	**PLANNED** Create a system to track parent participation in IEPs.	**ACTUAL** Data was not trackable within the online state wide SEIS IEP program. Parent participation was solicited by phone calls, emails and participation during and prior to live IEP meetings held with each student's parent. A new system for tracking this data will be implemented within CMS Marvin system to track the data for future outcomes.
Expenditures	**BUDGETED** Administrators Supplemental and Concentration 508	**ESTIMATED ACTUAL** Supplemental and Concentration 508

Action 7

Actions/Services	**PLANNED** Streamline the attendance process, including the addition of Compliance Liaisons who follow up daily with families whose students did not log in on previous days.	**ACTUAL** Streamlined the attendance process, including the addition of Compliance Liaisons who followed up daily with families whose students did not log in on previous days.
Expenditures	**BUDGETED** Compliance staff, teachers	**ESTIMATED ACTUAL** Compliance staff, teachers, attendance staff

Action 8

Actions/Services	**PLANNED** Expand FAST Program/Social Emotional Support Program to k-8 and continue to utilize in at the HS level in order to increase teacher/student relationships, social-emotional needs and school engagement.	**ACTUAL** Expanded FAST Program/Social Emotional Support Program to K-8 and continueed to utilize in at the HS level in order to increase teacher/student relationships, social-emotional needs and school engagement.
Expenditures	**BUDGETED** Teachers and Social Emotional Support Program Supplemental and Concentration 14,548 FAST Staff Supplemental and Concentration 28,853	**ESTIMATED ACTUAL** Teachers and Social Emotional Support Program Supplemental and Concentration 4,510 FAST Staff Supplemental and Concentration 7,847

Action 9

	PLANNED	ACTUAL
Actions/Services	At least 95% of IEPs will be preceded by telephone contact by Education Specialists in order to initiate participation and provide reminders for the upcoming IEP meeting.	Staff reports that more IEPs were preceded by telephone contact, however, this data was not tracked.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	Education Specialists	Education Specialists

Action 10

	PLANNED	ACTUAL
Actions/Services	Provide interpreter services so that all language-learning families can be engaged in school.	Provided interpreter services so that all language-learning families can be engaged in school.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	ELD: Interpreting Service Supplemental and Concentration 300	ELD: Interpreting Service Supplemental and Concentration

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

| Describe the overall implementation of the actions/services to achieve the articulated goal. | Overall, actions and services were implemented as written. The exception is parent surveys which were not implemented in the structured manner written, but instead were sent based on need by department and identified opportunities for feedback. California Virtual Academy at Sonoma seeks parent input through a variety of surveys distributed regarding policies and potential policy changes. Additionally, "pulse check" surveys are sent which are designed to gauge parents' overall satisfaction with their schooling experience. This feedback also contributes to the decision making process. Finally, parent feedback is requested through our School Site Council and LCAP development process.

The school promotes parental participation in programs for individuals with exceptional needs by promoting IEP attendance. Additionally, the school promotes parental participation in programs for unduplicated pupils by providing translator services, providing resources designed to help our English Learner families navigate our online system, providing communication in Spanish, completing Social Worker referrals as necessary for homeless and unaccompanied students, providing Internet subsidies via our Back to School Packet, and providing information regarding reduced price internet services.

In the 16-17 school year, compliance liaisons implemented a new automated process to support non-compliance related to attendance. This process included weekly attendance saves in the middle school, high school, and community day to proactively identify those students who were truant from school with 3 or more days missing. Non-compliance letters were sent automatically to truant students, and truancy calls were made to students referred by their RLT who had 10 or more missing days of attendance. Compliance Liaisons also sent out daily requests for offline worklogs to those students who had no system logged |

activity time. The 16-17 school year data will be used to establish a baseline for offline worklog responses and truancy rate.

FAST has been fully implemented in the 16-17 school year at all grades. To increase engagement, a proactive Strong Start onboarding program was initiated that required students to attend orientation with a FAST Liaison (FASL) or the Family Engagement Coorindator, make contact with a FASL, and login to the Online School within 5 school days. In the 16-17 school year, 63% of CAVA @ Sonoma students completed all components of the Strong Start program. Those that did not complete Strong Start were referred to the FASTeam for continued individualized support. Additionally, the School Social Workers began a series of social emotional learning classes using the 7 Mindsets curriculum. These classes were offered to all students in grade K-12.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Much of the data in regards to this goal will be available after the close of the 16-17 school year so it is challenging to definitively measure the effectiveness of the actions and services. In regards to parent participation, the school is still developing metrics and baselines for many of the actions. In regards to graduation rates and attendance, the rates did not improve in the 15-16 school year. We are looking forward to comprehensive 16-17 data to determine the effectiveness of these actions more completely.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Due to a material decrease in estimated enrollment, which materially restricted general funding, the school was not able to meet this goal's budgeted expenditures. Increases and improvements to support services were and are also provided for Goal #2 using school-wide Title I program.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	There will be no changes made to this goal. Changes to the expected outcomes will be made based on the availability and feasibility of data collection. Changes in actions and services will also be based on any changes made to the expected outcomes, in order to ensure a high level of support for re-written outcomes. The school will continue to focus on engagement and retention and all changes will be detailed in the Planned Actions and Services area for Goal 2. Additionally, parent participation rates in IEPs were tracked anecdotally, but the SEIS system did not support this measure. An action to create a new internal system will be added in 17-18.

Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 3	Provide all pupils access to standards-aligned courses in well-rounded curriculum taught by appropriately assigned and credentialed teachers, as well as 21st Century technology, and targeted programs and services.

State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
1. Continue to have 100% of courses taught by highly qualified, appropriately credentialed educators. 2. Continue to ensure all students have access to standards-aligned materials. 3. Continue to ensure 100% of students have access to targeted support programs. 4. Continue to ensure 100% of English Language Learners have access to appropriate ELD supports.	The California Virtual Academy at Sonoma is an online school so the school does not have school facilities to maintain.

Metrics/Indicators	2014-15	2015-16	Met/Not M
1. % of teachers appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching	100.00%	100.00%	Met
2. Implementation of content and performance standards for all students			
% of pupils enrolled in a broad course of study	100.00%	100.00%	Met
3. % of students with access to targeted support programs	100.00%	100.00%	Met
4. % of English language learners with access to appropriate ELD support	100.00%	100.00%	Met
School facilities are maintained in good repair	na	na	Not Met

ACTIONS / SERVICES

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

Action 1

Actions/Services

PLANNED	ACTUAL
Professional Development	Professional Development

Expenditures	**BUDGETED** Training, materials Supplemental and Concentration 48,625	**ESTIMATED ACTUAL** Training, materials Supplemental and Concentration 65,508

Action 2

Actions/Services	**PLANNED** Increase instructional time with credentialed teacher. Regular and consistent evaluation of student work samples to identify gaps in skills, provide ongoing feedback, and determine appropriate supports and interventions.	**ACTUAL** Increased instructional time with credentialed teacher. Regular and consistent evaluation of student work samples was used to identify gaps in skills, provide ongoing feedback, and determine appropriate supports and interventions
Expenditures	**BUDGETED** Teachers	**ESTIMATED ACTUAL** Teachers

Action 3

Actions/Services	**PLANNED** Professional development for teachers, administrators on how to scaffold the CCSS for access for English learners.	**ACTUAL** Professional development was provided for teachers and administrators on how to scaffold the CCSS for access for English learners.
Expenditures	**BUDGETED** training, materials	**ESTIMATED ACTUAL** Training, materials

Action 4

Actions/Services	**PLANNED** Continue to ensure all courses are aligned with the CCSS, and provide supplemental materials as necessary. Integrate Interim Assessments into 9th - 11th grade math and ELA courses to better prepare students for SBAC.	**ACTUAL** Continued to ensure all courses are aligned with the CCSS, and provided supplemental materials as necessary. Integrated Interim Assessments into 9th - 11th grade math and ELA courses to better prepare students for SBAC.
Expenditures	**BUDGETED** Teachers, HS Curriculum Specialists	**ESTIMATED ACTUAL** Teachers, HS Curriculum Specialists

Action 5

Actions/Services	**PLANNED** Continue to offer increased time in Specialized Academic Instruction sessions, as well as monthly collaboration calls with all stakeholders (student with IEP, Learning Coaches, service providers, general education teachers, and special education teachers).	**ACTUAL** Continued to offer increased time in Specialized Academic Instruction sessions. Monthly collaboration calls are no longer regularly implemented.
Expenditures	**BUDGETED** Staff	**ESTIMATED ACTUAL** Staff

Action **6**

Actions/Services

PLANNED	ACTUAL
Provide an internet subsidy for students who qualify for free and reduced lunch.	Provided an internet subsidy for students who qualify for free and reduced lunch.

Expenditures

BUDGETED	ESTIMATED ACTUAL
Student Internet Subsidy Supplemental and Concentration 24,108	Student Internet Subsidy Supplemental and Concentration 18,372

Action **7**

Actions/Services

PLANNED	ACTUAL
Develop in-person art opportunities to increase student engagement in art courses and fulfill UC/CSU A-G requirements.	Held in person art workshops and showcases to increase student engagement and meet A-G requirements.

Expenditures

BUDGETED	ESTIMATED ACTUAL
High School Course Support: Lab Activities Supplemental and Concentration 400	High School Course Support: Lab Activities Supplemental and Concentration 400

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	The actions were implemented as written, with no major exceptions. Professional development was provided to teachers in regards to support of English Language Learners. A workshop and showcase were held each semester for our Digital Arts students to meet the A-G requirements.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Each of the expected measurable outcomes was achieved so the actions and services implemented were determined to be effective.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Due to a material decrease in estimated enrollment, which materially restricted general funding, the school was not able to meet this goal's budgeted expenditures.

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.

There will be no changes made to this goal. The expected outcome related to content and performance standards will be removed as it is addressed in other LCAP goals. Minor updates will be made to the actions and services as necessary to maintain current verbiage and ensure effectiveness. Those changes will be detailed in the Planned Actions and Services section for Goal 3.

Stakeholder Engagement

LCAP Year	☒ 2017–18 ☐ 2018–19 ☐ 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

A survey was sent to all staff members of CAVA @ Sonoma on 4/19/2017 asking for feedback. Additionally, the same survey was sent to all students and families on 4/18/2017. An online meeting was held on 4/24/2017 for students and families to gather feedback. Finally, members of CAVA @ Sonoma's leadership team from the following departments met on 5/4/2017 to review the 2016-2017 information and make updates for the 2017-2018 document:

- General Education Elementary
- General Education Middle School
- General Education High School
- Special Education
- ELD Services

IMPACT ON LCAP AND ANNUAL UPDATE

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

As the 2016-2017 data was reviewed by the leadership team it was determined that some expected outcomes, such as those related to AYP and Middle School drop out rates, are no longer measured or reported. Those expected outcomes were removed for 2017-2018. The leadership team also identified some actions that needed minor updating for the 2017-2018 document, such as verbiage regarding Instructional Coaching. Finally, actions were included to provide increased communication and education regarding ELD resources based on feedback from the family survey.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

☒ New	☐ Modified	☐ Unchanged

Goal 1	Increase student achievement and proficiency across all metrics for all sub-groups of pupils, including unduplicated pupils and those with disabilities.

State and/or Local Priorities Addressed by this goal:

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

Identified Need

79% of students have not met grade level standards for math and 57% for ELA.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
% of students meeting or exceeding standards on the CAASPP for grades 3-8 and 11. Options for attending in person lab opportunities for life sciences. Graduation rate Number of students successfully completing and reporting completion of AP exams. % of students taking EAP as well as proficiency rate. i-Ready on grade level percentage in grades K-11. % of EL students who are reclassified.		Increase by 2% the number of students meeting or exceeding standards on the CAASPP for grades 3-8 and 11. Begin offering in person lab opportunities for life sciences. Increase graduation rate to 45%. Increase number of students successfully completing of AP exams above 0%. Increase number of students taking EAP to 90% for ELA and math%. Increase the percentage of student scoring Ready & Conditionally Ready to 70% for ELA and 16% for math.		

| % of Title I students scoring below grade level on initial universal screener that demonstrate more than one year of growth as measured by i-Ready diagnostic scores. | **Metrics/Indicators**
1. SBAC ELA grades 3-8, 11 (Standards Exceeded or Met)
1. SBAC Math grades 3-8,11 (Standard Exceeded or Met)
3. High school graduation rates

4. % of pupils who completed an AP e
4. % of pupils who have passed AP exa with 3 or higher
5. % of pupil who complete the Early Assessment Program (EAP) ELA Test
5. % of pupil who complete the Early Assessment Program (EAP) Math Test
5. % of pupil who scored Ready on the Assessment Program (EAP) ELA Test

5. % of pupil who scored Ready on the Assessment Program (EAP) Math Test
6. EL reclassification rate
6. Percentage of English learner pupils make progress toward English proficie measured by the CELDT
7. % of 3-12 pupils at/above grade lev Ready Reading/Math
7. % of K2 pupils at/above grade level Ready Math
7. % of K2 pupils at/above grade level Ready Reading
8. Title I Pupil i-Ready growth
9. % of 4-year Cohort that Completed requirements | Increase i-Ready on grade level percentage by 2% in grades K-11.

Increase the percent of EL students who are reclassified to 30%.

Increase by 3% the number of Title I students scoring below grade level on initial universal screener that demonstrate more than one year of growth as measured by i-Ready diagnostic scores. | | |

PLANNED ACTIONS / SERVICES

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

Action   **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:			
Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]		
Location(s)	☐ All Schools ☐ Specific Schools:		☐ Specific Grade spans:

OR

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

| Students to be Served | ☒ English Learners | ☒ Foster Youth | ☒ Low Income |

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

| Location(s) | ☒ All Schools | ☐ Specific Schools: | ☐ Specific Grade spans: |

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
Professional Development		

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	238,839	Amount		Amount	
Source	Supplemental	Source		Source	
Budget Reference	Teacher salaries, trainings, materials	Budget Reference		Budget Reference	

Action **2**

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

| Students to be Served | ☐ All | ☐ Students with Disabilities | ☐ [Specific Student Group(s)] |

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

OR

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

Students to be Served	☒ English Learners	☒ Foster Youth	☒ Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
Universal screener and progress monitoring assessment results are used to inform decisions that provide targeted support in our tiered RTI model.		

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	13,362	Amount		Amount	
Source	Supplemental	Source		Source	
Budget Reference	Universal Screener/Progressing Monitoring Assessment	Budget Reference		Budget Reference	

Action   **3**

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

Students to be Served	☐ All	☐ Students with Disabilities	☐ [Specific Student Group(s)]

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

OR

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

Students to be Served	☒ English Learners	☒ Foster Youth	☒ Low Income

	Scope of Services	☐ LEA-wide	☒ Schoolwide	**OR**	☐ Limited to Unduplicated Student Group(s)
	Location(s)	☒ All Schools	☐ Specific Schools:		☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☒ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
Create an Individualized Learning Plan for each student and utilize a Response to Intervention model to determine level of support each pupil needs in ELA and math. Verify pupils have access through their online learning system to standards aligned curriculum.		

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	12,711	Amount		Amount	
Source	Supplemental	Source		Source	
Budget Reference	Student Information System	Budget Reference		Budget Reference	

Action **4**

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

	Students to be Served	☐ All	☐ Students with Disabilities	☐ [Specific Student Group(s)]
	Location(s)	☐ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

OR

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

	Students to be Served	☒ English Learners	☐ Foster Youth	☐ Low Income

	Scope of Services	☐ LEA-wide	☐ Schoolwide	**OR**	☒ Limited to Unduplicated Student Group(s)
	Location(s)	☒ All Schools	☐ Specific Schools:		☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
Comprehensive English Language development program addressing language and academic needs of diverse EL population. Develop a plan for supporting long-term ELs. Track the progress of each RFEP student and provide targeted interventions when students are not meeting standards.		

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	9,617	Amount		Amount	
Source	Supplemental	Source		Source	
Budget Reference	ELD: Support (Teachers (Lead), Clerk, Curriculum)	Budget Reference		Budget Reference	

Action **5**

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

	Students to be Served	☒ All	☐ Students with Disabilities	☐ [Specific Student Group(s)]
	Location(s)	☒ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

OR

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

Students to be Served	☐ English Learners	☐ Foster Youth	☐ Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
Continue to provide instructional time with credentialed teacher. Provide regular and consistent evaluation of student work samples to identify gaps in skills, provide ongoing feedback, and determine appropriate supports and interventions.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Budget Reference Teachers	Budget Reference	Budget Reference

Action   **6**

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

Students to be Served	☐ All	☐ Students with Disabilities	☐ [Specific Student Group(s)]

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

OR

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

Students to be Served	☒ English Learners	☒ Foster Youth	☒ Low Income

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

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

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
Provide education, resources, and support to staff on how to best utilize the curriculum and RTI process to increase student achievement. Increase Instructional Coaching for teachers as personalized professional development as a means to increase student achievement, and provide and encourage opportunities for peer observation.		

BUDGETED EXPENDITURES

	2017-18		**2018-19**		**2019-20**
Amount	25,548	Amount		Amount	
Source	Supplemental	Source		Source	
Budget Reference	Curriculum Specialists	Budget Reference		Budget Reference	

Action **7**

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

Students to be Served	☐ All	☒ Students with Disabilities	☐ [Specific Student Group(s)]

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

OR

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

Students to be Served	☐ English Learners	☐ Foster Youth	☐ Low Income

	Scope of Services	☐ LEA-wide	☐ Schoolwide	**OR**	☐ Limited to Unduplicated Student Group(s)
	Location(s)	☐ All Schools	☐ Specific Schools:		☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
Continue to offer Specialized Academic Instruction sessions.		

BUDGETED EXPENDITURES

2017-18	**2018-19**	**2019-20**
Budget Reference / Staff	Budget Reference	Budget Reference

Action **8**

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

	Students to be Served	☐ All	☐ Students with Disabilities	☐ [Specific Student Group(s)]
	Location(s)	☐ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

OR

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

	Students to be Served	☒ English Learners	☒ Foster Youth	☒ Low Income
	Scope of Services	☐ LEA-wide	☒ Schoolwide **OR**	☐ Limited to Unduplicated Student Group(s)
	Location(s)	☒ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
Provide a standards based resource program for AP students in select courses.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	62	Amount		Amount	
Source	Supplemental	Source		Source	
Budget Reference	AP Support: Standards Based Assessment	Budget Reference		Budget Reference	

Action **9**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served ☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]
Location(s) ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served ☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services ☐ LEA-wide ☒ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s) ☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20

☒ New	☐ Modified	☐ Unchanged	☐ New	☐ Modified	☐ Unchanged	☐ New	☐ Modified	☐ Unchanged

| Continue communication with all students regarding A-G requirements and opportunities to meet the requirements. Begin offering in-person science lab opportunities. | | |

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	4,300	Amount		Amount	
Source	Supplemental	Source		Source	
Budget Reference	Science Labs: Sites, travel, supplies	Budget Reference		Budget Reference	

Action **10**

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

Students to be Served	☒ All	☐ Students with Disabilities	☒ [Specific Student Group(s)] At Risk

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

OR

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

Students to be Served	☐ English Learners	☐ Foster Youth	☐ Low Income

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

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

ACTIONS/SERVICES

2017-18		**2018-19**		**2019-20**	
☒ New ☐ Modified ☐ Unchanged		☐ New ☐ Modified ☐ Unchanged		☐ New ☐ Modified ☐ Unchanged	

Teachers provide tutoring in reading/ELA and math instruction on a regular basis. Instruction is based on targeted areas of deficiency as identified by curriculum assessments aligned to CCSS and the universal assessment.

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Budget Reference	Teachers	Budget Reference		Budget Reference	

Action 11

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

Students to be Served	☒ All	☐ Students with Disabilities	☒ [Specific Student Group(s)] At Risk
Location(s)	☒ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

OR

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

Students to be Served	☐ English Learners	☐ Foster Youth	☐ Low Income

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

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

ACTIONS/SERVICES

2017-18			**2018-19**			**2019-20**		
☒ New	☐ Modified	☐ Unchanged	☐ New	☐ Modified	☐ Unchanged	☐ New	☐ Modified	☐ Unchanged

Continue providing targeted support workshops and small group intervention classes for struggling students (tier 2 and 3). These students are selected through a referral process used to target at risk learners, as identified by several areas that include teacher observation, lack of

progress toward grade level goals based on CCSS, scoring below grade level expectation on baseline assessments, and parent conferencing.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Source	Title I	Source		Source	
Budget Reference	Title I Staff	Budget Reference		Budget Reference	
Source	Title I	Source		Source	
Budget Reference	Supplemental Instructional Program	Budget Reference		Budget Reference	

Action　　**12**

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

Students to be Served	☐ All　　☐ Students with Disabilities　　☐ [Specific Student Group(s)]
Location(s)	☐ All Schools　　☐ Specific Schools:　　　　　　　　☐ Specific Grade spans:

OR

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

Students to be Served	☒ English Learners　　☒ Foster Youth　　☒ Low Income
Scope of Services	☐ LEA-wide　　☒ Schoolwide　　**OR**　　☐ Limited to Unduplicated Student Group(s)
Location(s)	☒ All Schools　　☐ Specific Schools:　　　　　　　　☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18			2018-19			2019-20		
☒ New	☐ Modified	☐ Unchanged	☐ New	☐ Modified	☐ Unchanged	☐ New	☐ Modified	☐ Unchanged

Continue the FAST team in grades K-12 to encourage students to submit assignments and break down barriers that are keeping kids from passing courses.

BUDGETED EXPENDITURES

2017-18

Amount	10,133
Source	Supplemental
Budget Reference	FAST Staff

2018-19

Amount	
Source	
Budget Reference	

2019-20

Amount	
Source	
Budget Reference	

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

☒ New	☐ Modified	☐ Unchanged

Goal 2	Create a safe and positive learning environment that fosters parent participation as well as student attendance, retention, and graduation.

State and/or Local Priorities Addressed by this goal:

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

Identified Need

Lack of systems to track parent participation and feedback across departments.

High School attendance rate of 88%.

HS Graduation rate of 52.9% (13-14 SY)
HS Graduation rate of 49% (14-15 SY)

HS Dropout rate of 36.3% (13-14 SY)
HS Dropout rate of 35.6% (14-15 SY)

90.54% of IEP meetings included parental participation and input.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
% of parent participation in Learning Coach Orientations and Workshops. Attendance rates in K5, MS, and HS as well as chronic absenteeism rate. Suspension and expulsion rates. Graduation rate.		Increase parent participation in Learning Coach Orientations and Workshops by 3%. Attain an attendance rate of 95% in K5 and MS programs, and 90% in the HS program. Decrease the chronic absenteeism rate by 2%. Maintain a 0% suspension and expulsion rate.		

Dropout rate.

Metrics/Indicators
1. Overall favorable responses on the Family Survey.
2. % of parent participating in Learning Coach Orientations and Workshops
3. % of parent participation in IEPs
4/5. School attendance rates
6. Chronic absenteeism rates
7. Pupil expulsion rates
7. Pupil suspension rates
8. High school graduation rates
9. Middle school dropout rates
9. High school dropout rates
How the school district will promote parental participation in programs for individuals with exceptional needs
How the school district will promote parental participation in programs for unduplicated pupils
The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Increase the High School graduation rate to 45%.

Decrease the dropout rate by 2%.

PLANNED ACTIONS / SERVICES

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

Action   **1**

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

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]
Location(s)	☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☐ LEA-wide ☒ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
Professional Development		

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Budget Reference	Training, materials	Budget Reference		Budget Reference	

Action **2**

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

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]
Location(s)	☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income

	Scope of Services	☐ LEA-wide	☒ Schoolwide	**OR**	☐ Limited to Unduplicated Student Group(s)
	Location(s)	☒ All Schools	☐ Specific Schools:		☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
Continue to utilize the FAST staff in grades TK-12 to promote engagement in school and attendance awareness by: providing social emotional learning classes; improving study skills and organization; on-boarding new families to provide a strong start to school; providing parent education and outreach; and educating families on the importance of attendance and the effect of truancy.		

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	15,957	Amount		Amount	
Source	Supplemental	Source		Source	
Budget Reference	FAST Staff, Social Emotional Support Program	Budget Reference		Budget Reference	

Action **3**

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

	Students to be Served	☒ All	☐ Students with Disabilities	☐ [Specific Student Group(s)]
	Location(s)	☒ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

OR

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

Students to be Served	☐ English Learners	☐ Foster Youth	☐ Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
Regularly send surveys requesting feedback on support systems and policies.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	656	Amount		Amount	
Source	Supplemental and Concentration	Source		Source	
Budget Reference	Teachers, Administrators	Budget Reference		Budget Reference	

Action **4**

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

Students to be Served	☐ All	☐ Students with Disabilities	☒ [Specific Student Group(s)] Special Education

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

OR

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

Students to be Served	☐ English Learners	☐ Foster Youth	☐ Low Income

	Scope of Services	☐ LEA-wide	☐ Schoolwide	**OR**	☐ Limited to Unduplicated Student Group(s)
	Location(s)	☐ All Schools	☐ Specific Schools:		☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
Parent participation will be solicited by phone calls, emails and participation during and prior to live Individual Education Planning (IEP) meetings. This allows special education teachers to include parents in the process of developing the IEP. Tracking this data will be implemented within CMS Marvin system to track the data for future outcomes. Parent participation in this process will be made at 90% as measured by SEIS and Marvin data bases.		

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Budget Reference	Education Specialists	Budget Reference		Budget Reference	

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:			
Students to be Served	☐ All	☐ Students with Disabilities	☐ [Specific Student Group(s)]
Location(s)	☐ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:			
Students to be Served	☒ English Learners	☐ Foster Youth	☐ Low Income

	Scope of Services	☐ LEA-wide	☐ Schoolwide	**OR**	☒ Limited to Unduplicated Student Group(s)
	Location(s)	☒ All Schools	☐ Specific Schools:		☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
Provide interpreter and translation services so families who speak a language other than English will be engaged in school.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Source	Supplemental	Source		Source	
Budget Reference	ELD: Interpreter & Translation Services	Budget Reference		Budget Reference	

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

☒ New	☐ Modified	☐ Unchanged

Goal 3

Provide all pupils access to standards-aligned courses in well-rounded curriculum taught by appropriately assigned and credentialed teachers, as well as 21st Century technology, and targeted programs and services.

State and/or Local Priorities Addressed by this goal:

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

Identified Need

Students need to be entirely supported by credentialed teachers. This goal has been met, so the priority will be to continue the focus on this area.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
% of courses taught by highly qualified, appropriately credentialed educators. % of students who have access to standards-aligned materials. % of students who have access to targeted support programs. % of English Language Learners who have access to appropriate ELD supports.	**Metrics/Indicators** 1. % of teachers appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching 2. Implementation of content and performance standards for all % of pupils enrolled in a broad course of study 3. % of students with access to targeted support programs 4. % of English language learners with access to appropriate ELD support	Continue to have 100% courses taught by highly qualified, appropriately credentialed educators. Continue to ensure all students have access to standards-aligned materials. Continue to ensure 100% of students have access to targeted support programs. Continue to ensure 100% of English Language Learners have access to appropriate ELD supports.		

PLANNED ACTIONS / SERVICES

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

Action **1**

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

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]
Location(s)	☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
Professional Development		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Budget Reference	Training, materials	Budget Reference		Budget Reference	

Action **2**

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

Students to be Served	☐ All	☐ Students with Disabilities	☐ [Specific Student Group(s)]

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

OR

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

Students to be Served	☒ English Learners	☒ Foster Youth	☒ Low Income

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

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

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
Continue to ensure all courses are aligned with the CCSS, and provide supplemental materials as necessary. Integrate Interim Assessments into 9th - 11th grade math and ELA courses to better prepare students for SBAC.	.	

BUDGETED EXPENDITURES

2017-18	**2018-19**	**2019-20**
Budget Reference	Budget Reference	Budget Reference
teachers, Curriculum Specialists		

Action **3**

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

Students to be Served	☐ All	☒ Students with Disabilities	☐ [Specific Student Group(s)]

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

OR

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

Students to be Served	☐ English Learners	☐ Foster Youth	☐ Low Income

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

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

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
Continue to offer Specialized Academic Instruction sessions.		

BUDGETED EXPENDITURES

2017-18	**2018-19**	**2019-20**
Budget Reference — Education Specialists and Special Education Administrators	Budget Reference —	Budget Reference —

Action **4**

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

Students to be Served	☒ All	☐ Students with Disabilities	☐ [Specific Student Group(s)]

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

OR

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

	Students to be Served	☐ English Learners	☐ Foster Youth	☐ Low Income
	Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)		
	Location(s)	☐ All Schools ☐ Specific Schools:		☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
Continue to provide increased instructional time with credentialed teacher. Regular and consistent evaluation of student work samples to identify gaps in skills, provide ongoing feedback, and determine appropriate supports and interventions.		

BUDGETED EXPENDITURES

2017-18	**2018-19**	**2019-20**
Budget Reference: Teachers	Budget Reference:	Budget Reference:

Action **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]
Location(s)	☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served	☐ English Learners ☐ Foster Youth ☒ Low Income

	Scope of Services	☐ LEA-wide	☐ Schoolwide	**OR**	☒ Limited to Unduplicated Student Group(s)
	Location(s)	☒ All Schools	☐ Specific Schools:		☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18				**2018-19**				**2019-20**			
☒ New	☐ Modified	☐ Unchanged		☐ New	☐ Modified	☐ Unchanged		☐ New	☐ Modified	☐ Unchanged	
Provide an internet subsidy for students who qualify for free and reduced lunch.											

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	23,725	Amount		Amount	
Source	Supplemental	Source		Source	
Budget Reference	ISP Subsidy	Budget Reference		Budget Reference	

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year   ☒ 2017–18   ☐ 2018–19   ☐ 2019–20

Estimated Supplemental and Concentration Grant Funds: $354,910   Percentage to Increase or Improve Services: 7.88%

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).

The Supplemental funds are being expended on actions and service that are directed toward unduplicated student groups.

Low-Income:
- Increased targeted interventions provided by teachers
- Mark 12 reading remediation programs for grades 3-6
- Provide reimbursement for internet for families
- Create a Family Academic Support Team (FAST)

English Language Learners:
- Designated ELD instruction through an online program
- ELD instruction by ELD teachers and SDAIE strategies by all teachers
- Additional professional development on best strategies for working with EL

Redesignated Fluent English Proficient:
- Track the progress of each RFEP student
- Clerical staff for tracking progress
- Provide targeted interventions when students are not meeting standards

The Family Academic Support Team is dedicated to supporting all students demonstrating a need for support in the areas of engagement and achievement. By focusing on providing proactive, positive support, these individuals work with students and learning coaches on developing strategies and skills needed for success in the virtual school environment. This support is offered via phone, synchronous web-based sessions, and involves all team members in developing a plan for success. Students will be identified through a referral process indicating an area of need in one of the specific areas to be addressed below.
1) Attendance/Chronic Absenteeism
2) Retention
3) Graduation Rate

4) Academic Achievement

5) Sense of School Connectedness

6) Student sense of self-efficacy

7) Social-Emotional Learning

Curriculum Specialists provide the following support for teachers working with all students in an effort to increase teacher effectiveness and to ensure the lessons provided are aligned to standards:

- Support teachers in targeting at risk populations and identified duplicated students struggling in their courses through data conferencing and data analysis.
- Standards-alignment of Curriculum
- Create Student Achievement Plans
- Support the administration of baseline assessments to identify students needing support
- Implement the use of formative interim assessments, as well as review and report data on participation and achievement, and recommend adjustments to these assessments
- Create and Lead Professional Development for teachers in the areas of Common Core standards and implementation, use of rubrics across the curriculum, and effective academic feedback

All NSLP Eligible: 45.1%

Foster Home: 0%

EL Funding Eligible: 1.47%

RFEP: 5.72%

In 2016/17 the school calculates its minimum proportionality percentage will be 8%. This percentage is the benchmark with which we will measure our plan to increase or improve services to unduplicated pupils as compared to services provided to all pupils. Through the goals set forth in Section 3, A we believe sufficient services will be provided to meet or exceed the mandated minimum percentage.

Revised Local Control and Accountability Plan and Annual Update Template Instructions

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

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

Plan Summary

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

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

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

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

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

Budget Summary

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

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

- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for

the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP. Minor typographical errors may be corrected.

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

> Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.

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

Stakeholder Engagement

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

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

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

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

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

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

Goals, Actions, and Services

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

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

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

> **New, Modified, Unchanged**

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

> ## Goal

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

> ## Related State and/or Local Priorities

> > Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. (Link to State Priorities)

> ## Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to "LEA-wide."

- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to "schoolwide".

- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", place a check mark next to "Limited to Student Groups".

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

- Check "New" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.

- Check "Modified" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.

- Check "Unchanged" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.

  o If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may check "Unchanged" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

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

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the Goals, Actions, and

Services section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.

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

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

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.

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

State Priorities

Priority 1: Basic Services addresses the degree to which:
   A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
   B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
   C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:
   A. The implementation of state board adopted academic content and performance standards for all students, which are:
      a. English Language Arts – Common Core State Standards for English Language Arts
      b. Mathematics – Common Core State Standards for Mathematics
      c. English Language Development
      d. Career Technical Education
      e. Health Education Content Standards
      f. History-Social Science
      g. Model School Library Standards
      h. Physical Education Model Content Standards
      i. Next Generation Science Standards
      j. Visual and Performing Arts
      k. World Language; and
   B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:
   A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
   B. How the school district will promote parental participation in programs for unduplicated pupils; and
   C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:
   A. Statewide assessments;
   B. The Academic Performance Index;
   C. The percentage of pupils who have successfully completed courses that satisfy UC or CSU entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
   D. The percentage of English learner pupils who make progress toward English proficiency as measured by the CELDT;
   E. The English learner reclassification rate;
   F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
   G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:
   A. School attendance rates;
   B. Chronic absenteeism rates;

C. Middle school dropout rates;
D. High school dropout rates; and
E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:
A. Pupil suspension rates;
B. Pupil expulsion rates; and
C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:
A. S broad course of study including courses described under Sections 51210 and 51220(a)-(i), as applicable;
B. Programs and services developed and provided to unduplicated pupils; and
C. Programs and services developed and provided to individuals with exceptional needs.

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

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

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:
A. Working with the county child welfare agency to minimize changes in school placement
B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:
A. Local priority goals; and
B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

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

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

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

(b) "Middle School dropout rate" shall be calculated as set forth in *California Code of Regulations*, title 5, Section 1039.1.

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

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

(2) The total number of cohort members.

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

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

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

(2) The total number of cohort members.

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

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

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

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

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

    (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

    (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

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

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

Guiding Questions: Goals, Actions, and Services

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?

2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?

3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?

4) What are the LEA's goal(s) to address any locally-identified priorities?

5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?

6) What are the unique goals for unduplicated pupils as defined in *Education Code* sections 42238.01 and bgroups as defined in section 52052 that are different from the LEA's goals for all pupils?

7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?

8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?

9) What information was considered/reviewed for individual school sites?

10) What information was considered/reviewed for subgroups identified in *Education Code* Section 52052?

11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *Education Code* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?

12) How do these actions/services link to identified goals and expected measurable outcomes?

13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	**2016-17 Annual Update Budgeted**	**2016-17 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
All Funding Sources	290,830.00	263,693.00	354,910.00	0.00	0.00	354,910.00
	16,000.00	0.00	0.00	0.00	0.00	0.00
Base	0.00	0.00	0.00	0.00	0.00	0.00
Supplemental	0.00	0.00	354,254.00	0.00	0.00	354,254.00
Supplemental and Concentration	274,830.00	263,693.00	656.00	0.00	0.00	656.00
Title I	0.00	0.00	0.00	0.00	0.00	0.00

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

Total Expenditures by Object Type						
Object Type	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	290,830.00	263,693.00	354,910.00	0.00	0.00	354,910.00
	290,830.00	263,693.00	354,910.00	0.00	0.00	354,910.00

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

	Total Expenditures by Object Type and Funding Source						
Object Type	Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	290,830.00	263,693.00	354,910.00	0.00	0.00	354,910.00
		16,000.00	0.00	0.00	0.00	0.00	0.00
	Base	0.00	0.00	0.00	0.00	0.00	0.00
	Supplemental	0.00	0.00	354,254.00	0.00	0.00	354,254.00
	Supplemental and Concentration	274,830.00	263,693.00	656.00	0.00	0.00	656.00
	Title I	0.00	0.00	0.00	0.00	0.00	0.00

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

		Total Expenditures by Goal		
Goal	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	314,572.00	0.00	0.00	314,572.00
Goal 2	16,613.00	0.00	0.00	16,613.00
Goal 3	23,725.00	0.00	0.00	23,725.00
Goal 4	0.00	0.00	0.00	0.00
Goal 5	0.00	0.00	0.00	0.00
Goal 6	0.00	0.00	0.00	0.00
Goal 7	0.00	0.00	0.00	0.00
Goal 9	0.00	0.00	0.00	0.00

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