

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 Sutter

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Principal

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## 2017-20 Plan Summary

### THE STORY

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

California Virtual Academy at Sutter is an online, public charter school with a mission to foster relationships and build a community of engaged learners through dynamic, high-quality instruction. Working in partnership with students, parents/learning coaches, teachers, and leaders, we will ensure instructional excellence and high standards for student achievement.

We serve a diverse group of approximately 900 students in grades TK through 12. Our student population is 1.4% English Learner (EL) and 49.6% of our students qualify for free or reduced lunch. Our student population is made up of many ethnicities with the majorities identifying as 48% White, 19% Hispanic or Latino, and 15% African-American. Approximately 10% of our students qualify for Special Education services.

### LCAP HIGHLIGHTS

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

The California Virtual Academy @ Sutter stakeholders have identified three goals as a focus:

Goal #1: Increase proficiency and mastery of grade level outcomes for all students in grades TK-12 in math and language arts.

Goal #2: Increase student achievement and family engagement, as well as participation in school activities and decision-making, by building a school community that fosters a positive school environment which supports daily attendance, as well as increased course pass and graduation rates.

Goal #3: All students will be taught by highly qualified teachers, and will have access to and instruction using standards-based curriculum.

## 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

This year, we are proud to celebrate the fact that our High School students had an increase in course pass rates from 72% to 73.5%. (Goal 2: Priority 4)  
 With that we met our expected measurable outcome in regards to High School graduation rates with those increasing from 46.9% to 51.8% (Goal 2: Priority 6)  
 100% of students have sufficient access to the standards-aligned instructional materials (Goal 3: Priority 5) and 100% of our teachers are appropriately assigned and fully credentialed (Goal 3: Priority 1)

We plan to continue this success by continuing to offer teacher professional development, assigned instructional time with credentialed teachers, and we will continue to monitor our students that meet A-G along with having more of our classes A-G approved each year.

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

## GREATEST NEEDS

In reviewing our performance data, our greatest area of need remains increasing proficiency of pupils in all sub-groups in both math and ELA. We did not meet our proficiency standards as measured by i-Ready, SBAC, or EL reclassification.

EL reclassification rates fluctuate greatly due to the low overall number of EL students. However, this need is still being addressed by increase ELD instruction for EL students.

CAVA @ Sutter will address these needs supporting our students in these areas by providing daily practice and reinforcement of skills through diagnostic assessment tool assignments and supplemental activities. The students will receive instructional time with credentialed teacher. Teachers will regularly and consistently evaluate student work samples to identify gaps in skills, provide ongoing feedback, and determine appropriate supports and interventions. Teachers will create an Individualized Learning Plan (ILP)/Grad Plan for each student and utilize a Response to Intervention model to determine the level of support each pupil needs.

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

## PERFORMANCE GAPS

English Language Learner reclassification rate is our greatest area of need due to the decline from a 52.9% reclassification rate to a 37.5% reclassification rate. The drop in RFEP was due to a high number of new enrollment of students which had previously not been tested at their previous schools, in addition to utilizing a improved approach to identify these students.

The LCAP does address this need and includes actions and programs to work towards improvement in the below areas:

- Provide ELD instruction through an online ELD programs and live online classes. (Goal 1, Action 4)
- Track the progress of each RFEP student and provide targeted interventions when students are not meeting standards. (Goal 1, Action 13)
- Provide interpreter services so that all language-learning families can be engaged in school and increase parent participation. (Goal 2, Action 9)
- Professional development for teachers, administrators on how to scaffold the CCSS for access for English learners. (Goal 3, Action 3)

## 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.

The CAVA @ Sutter staff will address the needs of low-income students, English learners, and foster youth by focusing support in the below areas:

- Continue FAST (Family Academic Support Team) in TK-12 to increase teacher/student relationships, social emotional needs and school engagement.
- Continue developing our EL program to address the language and academic needs of our EL population. Also develop a plan to provide needed support of our long term English Learners.
- Continue to provide internet reimbursement to low-income families.

## 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 | \$472,995.00 |

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 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.

\$6,800,365

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 proficiency and mastery of grade level outcomes for all students in grades TK-12 in math and language arts.

State and/or Local Priorities Addressed by this goal:

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

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

Increase the percentage of TK-12th grade students performing at or above grade level in English-language arts and math by 10% at the end of the school year, as measured by the year-end school diagnostic and/or Smarter Balanced assessments.

Increase the percent of EL students who are reclassified by an additional 3%.  
RFEP Rate: 2015 82% (17 EL enrolled)

Percent of ELL who make progress towards English proficiency will increase by 5%.  
2014 – 25%

70% of students in grades K-12 will achieve a writing rubric score that is on/above grade level by the end of the school year, as measured by grade level writing samples scored by each student's GE/homeroom teacher.

75% of Title I students scoring below grade level on initial universal screener will demonstrate more than one year of growth as measured by i-Ready diagnostic scores, establishing a baseline with 2016-17 data for future growth targets.

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.

#### ACTUAL

The below chart includes data.

Writing benchmark will be set during the 16-17 school year for those scoring on/above grade level.

Title I i-Ready growth benchmark will be set during 16-17 school year.

High School is working to provide opportunities for all students to meet the A-G Requirements.  
Science labs are being secured to provide the in person lab opportunity to all our students.  
The requirements for fine arts have changed and an in person component is no longer necessary.

We decreased the percent of students who scored Ready on the EAP ELA by 2%. This includes students who scored Level 3 and Level 4 (Conditionally Ready and Ready). In 2015-16, 21% scored Ready.  
We decreased the percent of students who scored Ready on the EAP Math by 3%. This includes students who scored Level 3 and Level 4 (Conditionally Ready and Ready). In 2015-16, 4% scored Ready.

Increase the percentage of high school students passing Advanced Placement examinations with a score of 3 or higher by 5%.

Increase the percentage of students who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program by 5%.

| Description  | 2014-15                     | 2015-16                     | Met or Not Met |
|--|-----------------------------|-----------------------------|----------------|
| SBAC ELA grades 3-8, 11 (Standards Exceeded or Met)  | 40.0%                       | 40.0%                       | no             |
| SBAC Math grades 3-8,11 (Standards Exceeded or Met)  | 20.0%                       | 21.0%                       | no             |
| % of 4-year Cohort that Completed a-g requirements   | N/A                         | N/A                         | N/A            |
| % of pupils who completed an AP exams  | 0%                          | 0%                          | no             |
| % of pupils who have passed AP exams with 3 or higher  | NA (fewer than 15 students) | NA (fewer than 15 students) | N/A            |
| % of pupil who scored Ready on the Early Assessment Program (EAP) ELA Test                                 | 60.0%                       | 58.0%                       | no             |
| EL reclassification rate   | 52.9%                       | 37.5%                       | no             |
| Percentage of English learner pupils who make progress toward English proficiency as measured by the CELDT | NA (fewer than 30 tested)   | NA (fewer than 30 tested)   | N/A            |
| % of pupil who scored Ready on the Early Assessment Program (EAP) Math Test                                | 19.0%                       | 16.0%                       | no             |
| % of K2 pupils at/above grade level on i-Ready Reading   | 89.7%                       | 72.3%                       | no             |
| % of K2 pupils at/above grade level on i-Ready Math  | 85.7%                       | 49.6%                       | no             |
| Title I Pupil i-Ready growth   | N/A                         | N/A                         | N/A            |

**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 | <p><b>PLANNED</b></p> <p>Professional Development</p>  | <p><b>ACTUAL</b></p> <p>Professional Development was provided across all departments.</p>      |
| Expenditures     | <p><b>BUDGETED</b></p> <p>Training, materials</p> <p>Supplemental and Concentration 101577</p> | <p><b>ESTIMATED ACTUAL</b></p> <p>Training, Materials Supplemental and Concentration 68507</p> |

Action **2**

|                  |                       |                      |
|------------------|-----------------------|----------------------|
| Actions/Services | <p><b>PLANNED</b></p> | <p><b>ACTUAL</b></p> |
|------------------|-----------------------|----------------------|

|                  |  |   |
|------------------|--|---|
| Expenditures     | <p>Evaluate the learning environment in which initial, interim, and year-end assessments are administered, and make modifications as necessary.</p> <p><b>BUDGETED</b><br/>Teachers</p>  | <p>Teachers evaluated the learning environment in which initial, interim, and year-end assessments were administered, and made modifications as necessary.</p> <p><b>ESTIMATED ACTUAL</b><br/>Teachers</p>  |
| Action           | <b>3</b>   |   |
| Actions/Services | <p><b>PLANNED</b><br/>Monitor student progress towards grade level reading and math achievement via interim assessments, and provide additional instructional support for students not meeting reading goals. Provide early identification of struggling students, and accountability of support plans to increase engagement.</p> | <p><b>ACTUAL</b><br/>Monitored student progress towards grade level reading and math achievement via interim assessments, and provided additional instructional support for students not meeting reading goals. Provided early identification of struggling students, and accountability of support plans to increase engagement.</p> |
| Expenditures     | <p><b>BUDGETED</b><br/>Teachers<br/>i-Ready Diagnostic and Standards Mastery Supplemental and Concentration 15621</p>  | <p><b>ESTIMATED ACTUAL</b><br/>Teachers<br/>i-Ready Diagnostic and Standards Mastery Supplemental and Concentration 16052</p>   |
| Action           | <b>4</b>   |   |
| Actions/Services | <p><b>PLANNED</b><br/>Provide a comprehensive English Language Development (ELD) program addressing language and academic needs of diverse EL population such as newcomers and long term EL students.</p>  | <p><b>ACTUAL</b><br/>Provided a comprehensive English Language Development (ELD) program addressing language and academic needs of diverse EL population such as newcomers and long term EL students.</p>   |
| Expenditures     | <p><b>BUDGETED</b><br/>ELD Teachers Supplemental and Concentration 7977<br/>Supplemental ELD Program</p>   | <p><b>ESTIMATED ACTUAL</b><br/>ELD Teachers Supplemental and Concentration 7523<br/>Supplemental ELD Program</p>  |
| Action           | <b>5</b>   |   |
| Actions/Services | <p><b>PLANNED</b><br/>Increase instructional time with credentialed teacher. Regularly and consistently evaluate student work samples to identify gaps in skills, provide ongoing feedback, and determine appropriate supports and interventions.</p>  | <p><b>ACTUAL</b><br/>Increased instructional time with credentialed teacher. Regularly and consistently evaluated student work samples to identify gaps in skills, provided ongoing feedback, and determined appropriate supports and interventions.</p>  |
| Expenditures     | <p><b>BUDGETED</b><br/>Teachers</p>  | <p><b>ESTIMATED ACTUAL</b><br/>Teachers</p>   |

Action **6**

Actions/Services

**PLANNED**  
Continue providing access to resources to supplement AP courses.

**ACTUAL**  
Continued providing access to resources to supplement AP courses. AP Psychology and AP US History students were given access to Study Island, the standards based resource program. AP Calculus textbooks were provided by K12.

Expenditures

**BUDGETED**  
standards-based resources, AP Calculus Texts Supplemental and Concentration 97

**ESTIMATED ACTUAL**  
standards-based resources Supplemental and Concentration 97

Action **7**

Actions/Services

**PLANNED**  
Utilize initial and interim assessment data to identify 2nd grade students who are below grade level in decoding and fluency. Evaluate 2nd grade students for appropriateness of placement in the MARK12 reading remediation program for second semester, including weekly progress monitoring and instructional support through the Intervention Department.

**ACTUAL**  
Utilized initial and interim assessment data to identify 2nd grade students who are below grade level in decoding and fluency. Evaluated 2nd grade students for appropriateness of placement in the MARK12 reading remediation program for second semester, including weekly progress monitoring and instructional support through the Intervention Department.

Expenditures

**BUDGETED**  
Teachers, MARK 12 courses  
Intervention Teachers Title I

**ESTIMATED ACTUAL**  
Teachers, Mark12 courses, I-Ready  
Intervention Teachers Title I

Action **8**

Actions/Services

**PLANNED**  
A-G: High school guidance counselors will develop and implement a plan to facilitate communication and coordination of enrollment in A-G courses at local high schools, community colleges, and/or other educational options on behalf of students expressing an interest in, and qualifying for, meeting A-G requirements for college entrance.

**ACTUAL**  
A-G: High school guidance counselors developed and implemented a plan to facilitate communication and coordination of enrollment in A-G courses at local high schools, community colleges, and/or other educational options on behalf of students expressing an interest in, and qualifying for, meeting A-G requirements for college entrance.

Expenditures

**BUDGETED**  
Guidance Counselors, staff

**ESTIMATED ACTUAL**  
Guidance Counselors, staff

Action **9**

Actions/Services

**PLANNED**  
AP Exams: The high school guidance counselor team will develop and implement a plan to secure test site locations for

**ACTUAL**



|              |  |   |
|--------------|--|---|
| Expenditures | AP exams for students participating in AP courses. Test site locations will be secured within reasonable distance of students in the local area. | AP Exams: The high school guidance counselor team developed and implemented a plan to facilitate a search for AP exam locations for students participating in AP courses. |
|              | BUDGETED   | ESTIMATED ACTUAL<br>Guidance Counselors, Staff  |

Action **10**

|                  |  |  |
|------------------|--|--|
| Actions/Services | PLANNED<br>Provide daily practice and reinforcement of skills using supplemental activities. | ACTUAL<br>Provided daily practice and reinforcement of skills using supplemental activities. |
|                  | BUDGETED<br>Teachers<br>i-Ready Instruction Title I  | ESTIMATED ACTUAL<br>Teachers<br>I-Ready Instruction Title I                                  |

Action **11**

|                  |  |  |
|------------------|--|--|
| Actions/Services | PLANNED<br>Teachers will continue to 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 baseline/interim assessment data. | ACTUAL<br>Teachers provided tutoring in reading/ELA and math instruction on a regular basis. Instruction was based on targeted areas of deficiency as identified by curriculum assessments aligned to CCSS and the baseline/interim assessment data. |
|                  | BUDGETED<br>Teachers   | ESTIMATED ACTUAL<br>Teachers, I-Ready Instruction  |

Action **12**

|                  |  |  |
|------------------|--|--|
| Actions/Services | PLANNED<br>Utilize the intervention program for small group reading, writing, and math intervention classes for struggling students (tier 2 and 3). Students will be 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 baseline/interim assessment, and parent conferencing. | ACTUAL<br>The intervention team provided targeted instruction in math, reading, and writing to identified struggling learners. Students were identified through multiple assessments, progress toward grade level and CCSS-based goals, student referrals, and parent conferences. |
|                  | BUDGETED<br>Title I Staff Title I 0<br>i-Ready Instruction Title I 0<br>A+ Curriculum Title I  | ESTIMATED ACTUAL<br>Title I Staff Title I<br>i-Ready Instruction Title I   |

Action **13**

|                         |   |   |
|-------------------------|---|---|
| <p>Actions/Services</p> | <p><b>PLANNED</b><br/>Track the progress of each RFEP student and provide targeted interventions when students are not meeting standards.</p> | <p><b>ACTUAL</b><br/>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 Reading Smart and live class connect sessions if needed.</p> |
| <p>Expenditures</p>     | <p><b>BUDGETED</b><br/>ELD Teachers, Teachers</p>   | <p><b>ESTIMATED ACTUAL</b><br/>ELD Teachers, Teachers</p>   |

Action **14**

|                         |  |   |
|-------------------------|--|---|
| <p>Actions/Services</p> | <p><b>PLANNED</b><br/>Design and implement training sessions for parents on early literacy (including decoding and fluency), grade level writing strategies, and math literacy (i.e. problem-solving strategies) to support student mastery of CCSS. Provide parent support and follow-up to these sessions to ensure parent success with presented material/skills.</p> | <p><b>ACTUAL</b><br/>Designed and implemented training sessions for parents on early literacy (including decoding and fluency) and math literacy (i.e. problem-solving strategies) to support student mastery of CCSS. High School provided parent sessions on student engagement in our virtual program.</p> |
| <p>Expenditures</p>     | <p><b>BUDGETED</b><br/>Teachers, Parent Education Facilitators, Curriculum Specialists Supplemental and Concentration 355</p>  | <p><b>ESTIMATED ACTUAL</b><br/>Teachers, Intervention Teachers, Curriculum Specialists Supplemental and Concentration 355</p>   |

Action **15**

|                         |  |  |
|-------------------------|--|--|
| <p>Actions/Services</p> | <p><b>PLANNED</b><br/>Develop in-person art opportunities to increase student engagement in art courses and fulfill UC/CSU A-G requirements.</p> | <p><b>ACTUAL</b><br/>Art labs were held in another school, but available to Sutter students. The requirements for fine arts have changed and an in-person component is no longer needed to meet A-G. Science labs are being secured to provide the in-person lab opportunity to all our students in the 17-18 school year.</p> |
| <p>Expenditures</p>     | <p><b>BUDGETED</b><br/>High School Course Support: Lab Activities Supplemental and Concentration 133</p>   | <p><b>ESTIMATED ACTUAL</b><br/>Lab Activities: Teachers Supplemental and Concentration 133</p>   |

ANALYSIS

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

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

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

Actions and services for this goal were implemented as planned. Professional Development was offered for all departments in the form of virtual sessions, in-person PD opportunities, Teacher Collaboration Days, and Instructional coaching.

There was a significant increase in the amount of time students are spending with their credentialed teachers. Teachers increased live instruction from 5 hours per week to 15 hours.

The ELD department held live small group (6 or fewer) classes, 90 min per week, for all EL students needing instruction. Instruction was reinforced independently through an online ELD program.

Instructional Coaching was also successfully implemented this year. All teachers are observed and received feedback once each month from their Regional Lead Teacher or Curriculum Specialist.

Another important addition for our K-8 grades this year was the Family Academic Support Team. The FASTeam also continues to serve the high school. The FASTeam has been a valuable addition in terms of keeping our most at-risk students involved. 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, and a family engagement coordinator for proactive support through onboarding, and two compliance liaisons to address truancy.

Our teachers also offered Academic Support to struggling homeroom students. This is the first line of defense before a student is referred to the FASTeam. Academic Support hours are built into the teachers 15 hours of instruction and include 1:1 and small group help. Teachers utilize a variety of measures including diagnostic and interim assessments along with student work to determine areas of need/remediation. Collaboration from our curriculum specialists, leaders, and teachers allowed us to select key standards to assess during the interim windows.

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, 38% 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.

Although our actions have achieved the articulate goal, we have not met the expected measurable outcomes set forth. As measured by the SBAC, we maintained our percentage of students meeting or exceeding standards in ELA and increased the percentage in math by 1%. Our attendance in live instructional sessions and overall engagement is increasing. The implementation of our FAST team has allowed us to ensure student engagement in school thus leading to academic achievement in Math and ELA. Our intervention and ELD program have supported our students in academic growth as well. We have utilized our i-Ready program to assess and provide remediation to students in both ELA and Math. Although based on data from 15-16 no growth was made, it is too early to tell if the actions we have put into place have been effective and if outcomes will be met. Soon we will be reviewing the 16-17 year end data and look forward to the impact our changes have had on student achievement and program effectiveness.

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 the 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 this goal. However, we would like to expand Action #14 to reflect parent sessions being offered to ensure student engagement in our school which will increase academic achievement in ELA and Math. Action #7 will be expanded upon to include Mark12 remediation for 3rd-5th grade students as well. A-G Requirements will be fulfilled with science labs beginning in the 17-18 school 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 2

Increase student achievement and family engagement, as well as participation in school activities and decision-making, by building a school community that fosters a positive school environment which supports daily attendance, as well as increased course pass and graduation rates.

State and/or Local Priorities Addressed by this goal:

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

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

20% of learning coaches will attend workshops specific to Common Core standards and instructional strategies in order to improve students' mastery of grade level skills in English-language arts and math.

70% of students in grades TK-12 will attend assigned live virtual instructional sessions on a regular basis (establish baseline).

Each grade level will show an increase of 10% of students in grades TK-12 completing assignments (on track/ahead/passing) from the 15-16 SY data to the 16-17 SY data.

Increase the high school course pass rate for 9-12 grade students by 5% from the end of the 15-16 SY to the end of the 16-17 SY.

Decrease high school and middle school drop out rates by 2% from the 15-16 SY to the 16-17 SY.

Increase high school graduation rate by 2% during the 16-17SY.

30% of parents/learning coaches, students, and staff will participate in quarterly/semesterly feedback surveys regarding program policies and implementation, as well as school safety and community, in order to be a part of the school's decision-making process.

#### ACTUAL

This year we set the benchmark for increasing attendance at parent support sessions designed to improve learning coach involvement in creating an environment for success for non-engaged students. Benchmark will be set during the 16-17 SY.

We utilized a collection measure for live web-based class attendance by pulling weekly progress trackers, thereby meeting the goal to utilize a collection measure for live class attendance. This year we set the benchmark for increasing student participation in these live sessions.

Progress trackers were also utilized to monitor completion of student assignments.

The school has made an effort to seek parent input in making decisions for the school in a variety of ways; including School Site Council, LCAP Feedback Surveys, K12 Pulse Checks, and department surveys. Surveys of pupils, parents, and teachers on the sense of safety and school connectedness have been facilitated by each department and responses reviewed by administration.

We did not meet the expected measurable outcome of having 3 parents participate in the School Site Council.

Chronic absenteeism data will be collected through CALPADS for the first time at the end of the 2016-17 school year.

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

At least 3 parents/learning coaches will participate in the School Site Council during the 16-17SY.

At least 90% of students will maintain an attendance rate of 97% or higher.

Decrease chronic absenteeism rate by 3% during the 16-17SY.

Increase parent participation in IEPs by 2%

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.

| Description   | 2014-15 | 2015-16 | Met or Not Met                     |
|---|---------|---------|------------------------------------|
| Parents attending learning coach orientations and workshops           | N/A     | N/A     | Benchmark to be set during 16-17   |
| Student participation in live sessions                                | N/A     | N/A     | Benchmark to be set during 16-17   |
| Completion of student assignments                                     | N/A     | N/A     | N/A                                |
| Pupil expulsion rates   | 0.0%    | 0.0%    | yes                                |
| Chronic absenteeism rates   | N/A     | N/A     | Data will be collected in 16-17 SY |
| High school dropout rates   | 38.5%   | 37.3%   | no                                 |
| High school graduation rates  | 46.9%   | 51.8%   | yes                                |
| High School Course Pass Rates   | 72.0%   | 73.5%   | no                                 |
| % of parent participation in IEPs                                     | 86.2%   | N/A     | N/A                                |
| School attendance rates   | 94.7%   | 90.0%   | no                                 |
| Student participation in live sessions                                | N/A     | N/A     | N/A                                |
| Participation of parents/learning coaches in the School Site Council. | N/A     | N/A     | N/A                                |

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  | <b>1</b>   |                                     |   |   |  |
| Actions/Services  | <table border="1"> <tr> <td>PLANNED<br/>Professional Development</td> <td>ACTUAL<br/>Professional Development was provided across all departments.</td> </tr> <tr> <td>BUDGETED<br/>Training, materials Supplemental and Concentration 101577</td> <td>ESTIMATED ACTUAL<br/>Training, materials Supplemental and Concentration 68507</td> </tr> </table> | PLANNED<br>Professional Development | ACTUAL<br>Professional Development was provided across all departments. | BUDGETED<br>Training, materials Supplemental and Concentration 101577 | ESTIMATED ACTUAL<br>Training, materials Supplemental and Concentration 68507 |
| PLANNED<br>Professional Development                                   | ACTUAL<br>Professional Development was provided across all departments.  |                                     |   |   |  |
| BUDGETED<br>Training, materials Supplemental and Concentration 101577 | ESTIMATED ACTUAL<br>Training, materials Supplemental and Concentration 68507   |                                     |   |   |  |
| Expenditures  |  |                                     |   |   |  |
| Action  | <b>2</b>   |                                     |   |   |  |

|                         |  |   |
|-------------------------|--|---|
| <p>Actions/Services</p> | <p><b>PLANNED</b><br/>Create and provide grade level appropriate resources writing resources, including rubrics, grade level standards, and grade level anchor papers.</p> | <p><b>ACTUAL</b><br/>Created and provided grade level appropriate writing resources, including rubrics, grade level standards, and grade level anchor papers. Other standards based resources were provided as well in ELA and Math</p> |
| <p>Expenditures</p>     | <p><b>BUDGETED</b><br/>Teachers, Curriculum Specialists</p>  | <p><b>ESTIMATED ACTUAL</b><br/>Teachers, Curriculum Specialists</p>   |

Action **3**

|                         |   |  |
|-------------------------|---|--|
| <p>Actions/Services</p> | <p><b>PLANNED</b><br/>Expand FAST team to TK-8th grades, and continue to utilize at the HS level, to support students social emotional needs and increase student and learning coach engagement.</p>    | <p><b>ACTUAL</b><br/>The FASTeam was expanded to TK-8th grades, and continue to utilize at the HS level, to support students social emotional needs and increase student and learning coach engagement.</p>    |
| <p>Expenditures</p>     | <p><b>BUDGETED</b><br/>FAST Teams, Social Emotional Support Program, Leadership Staff Supplemental and Concentration 19370<br/>FAST Staff Supplemental and Concentration 76547<br/>Leadership Staff</p> | <p><b>ESTIMATED ACTUAL</b><br/>FAST Teams, Social Emotional Support Program, Leadership Staff Supplemental and Concentration 6604<br/>FAST Staff Supplemental and Concentration 22744<br/>Leadership Staff</p> |

Action **4**

|                         |  |  |
|-------------------------|--|--|
| <p>Actions/Services</p> | <p><b>PLANNED</b><br/>Provide teachers with coaching in increasing student engagement in live instructional sessions utilizing a consistent observation, feedback, and instructional coaching model.</p> | <p><b>ACTUAL</b><br/>Provided teachers with coaching in increasing student engagement in live instructional sessions utilizing a consistent observation, feedback, and instructional coaching model.</p> |
| <p>Expenditures</p>     | <p><b>BUDGETED</b><br/>Leadership Staff, Teachers</p>  | <p><b>ESTIMATED ACTUAL</b><br/>Leadership Staff, Teachers</p>  |

Action **5**

|                         |  |  |
|-------------------------|--|--|
| <p>Actions/Services</p> | <p><b>PLANNED</b><br/>Provide increased opportunities for student, parent/learning coach, teacher, and community feedback to foster a positive school environment and ensure participation in decision-making.</p> | <p><b>ACTUAL</b><br/>Provided increased opportunities for student, parent/learning coach, teacher, and community feedback to foster a positive school environment and ensure participation in decision-making.</p> |
| <p>Expenditures</p>     | <p><b>BUDGETED</b><br/>Staff Supplemental and Concentration</p>  | <p><b>ESTIMATED ACTUAL</b><br/>Leadership Staff, Staff, Teachers Supplemental and Concentration</p>  |

Action **6**

|                         |   |   |
|-------------------------|---|---|
| <p>Actions/Services</p> | <p><b>PLANNED</b><br/>Provide iSAFE lessons for students regarding internet safety.</p>   | <p><b>ACTUAL</b><br/>Provide iSAFE lessons for students regarding internet safety at the Elementary level. Middle School and High School departments offered internet safety classes.</p>   |
| <p>Expenditures</p>     | <p><b>BUDGETED</b><br/>Teachers</p>   | <p><b>ESTIMATED ACTUAL</b><br/>Teachers</p>   |
| <p>Action <b>7</b></p>  |   |   |
| <p>Actions/Services</p> | <p><b>PLANNED</b><br/>Provide on-boarding program for new and returning families to ensure success with a strong start at the start of the school year, as well as upon enrollment for late-enrolling students.</p> | <p><b>ACTUAL</b><br/>On-boarding program was provided for new and returning families to ensure success with a strong start at the start of the school year, as well as upon enrollment for late-enrolling students.</p>   |
| <p>Expenditures</p>     | <p><b>BUDGETED</b><br/>FAST Teams, Family Support Coordinators, Teachers</p>  | <p><b>ESTIMATED ACTUAL</b><br/>FAST Teams, Family Support Coordinators, Teachers</p>  |
| <p>Action <b>8</b></p>  |   |   |
| <p>Actions/Services</p> | <p><b>PLANNED</b><br/>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.</p>                | <p><b>ACTUAL</b><br/>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.</p> |
| <p>Expenditures</p>     | <p><b>BUDGETED</b><br/>Education Specialists</p>  | <p><b>ESTIMATED ACTUAL</b><br/>Education Specialists</p>  |
| <p>Action <b>9</b></p>  |   |   |
| <p>Actions/Services</p> | <p><b>PLANNED</b><br/>Provide interpreter services so that all language-learning families can be engaged in school.</p>   | <p><b>ACTUAL</b><br/>Provided interpreter services so that all language-learning families can be engaged in school.</p>   |
| <p>Expenditures</p>     | <p><b>BUDGETED</b><br/>ELD: Interpreting Services Supplemental and Concentration 300</p>  | <p><b>ESTIMATED ACTUAL</b><br/>ELD: Interpreting Services Supplemental and Concentration 0</p>  |
| <p>Action <b>10</b></p> |   |   |
| <p>Actions/Services</p> | <p><b>PLANNED</b></p>   | <p><b>ACTUAL</b></p>  |



|              |   |  |
|--------------|---|--|
|              | Monitor daily, weekly, and monthly student attendance, and utilize the FASTeam to support students who exhibit chronic absenteeism with regularly attending school. | Monitored daily, weekly, and monthly student attendance, and utilized the FASTeam to support students who exhibit chronic absenteeism with regularly attending school. |
| Expenditures | <b>BUDGETED</b><br>Student Information System (SIS) Supplemental and Concentration 19132  | <b>ESTIMATED ACTUAL</b><br>Student Information System (SIS), FAST team, Leadership Staff, Teachers Supplemental and Concentration 14521                                |

Action **11**

|                  |   |  |
|------------------|---|--|
| Actions/Services | <b>PLANNED</b><br>Develop in-person art opportunities to increase student engagement in art courses and fulfill UC/CSU A-G requirements | <b>ACTUAL</b><br>Art labs were held in another school, but were available to Sutter students . The requirements for fine arts have changed and an in person component is no longer needed to meet A-G. Science labs are being secured to provide the in-person lab opportunity to all our students in the 17-18 school year. |
| Expenditures     | <b>BUDGETED</b><br>High School Course Support: Lab Activities Supplemental and Concentration 133  | <b>ESTIMATED ACTUAL</b><br>High School Course Support: Lab Activities Supplemental and Concentration 133   |

Action **12**

|                  |   |  |
|------------------|---|--|
| Actions/Services | <b>PLANNED</b><br>Create and implement a training plan to be used to provide learning coach workshops in CCSS, including ELA and math support strategies, as well as grade level writing instruction. | <b>ACTUAL</b><br>Created and implemented learning coach workshops in CCSS, including ELA and math support strategies, as well as student engagement. |
| Expenditures     | <b>BUDGETED</b><br>Teachers, Parent Education Facilitators, Leadership Staff, Curriculum Specialists Supplemental and Concentration 355   | <b>ESTIMATED ACTUAL</b><br>Teachers, Intervention Teachers, Leadership Staff, Curriculum Specialists Supplemental and Concentration 355              |

**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.

Actions and services were generally implemented as planned. A few modifications were made for example, parent-education sessions were not only focused on CCSS but also student engagement.

Professional Development was offered for all departments in the form of virtual sessions, in-person PD opportunities, Teacher Collaboration Days, and Instructional coaching.

Additional feedback was gathered from families regularly by K12 Pulse Check surveys, in addition to the planned department surveys.

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 Coordinator, make contact with a FASL, and login to the Online School within 5 school days. In the 16-17 school year, 56% of CAVA @ Sutter 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.

Our Elementary Leadership Staff hosted homeroom sessions where i-Safe was utilized to ensure online safety, while our High School and Middle School departments offered internet safety sessions as well.

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

The FAST program continues to mentor and assist our most struggling students and keep them compliant with our enrollment requirements. Implementing the FASTeam has also freed up teacher time to work more with students struggling academically.

Attendance and engagement at live instructional sessions continues to improve and was monitored utilizing our weekly progress trackers.

Administrators have increased communication directly with parents by sending surveys, creating and sending monthly newsletters, providing department websites, and reaching out to parents of failing and excelling students. We will not know until we have more data for this year how this increase in parent communication has affected our program but lines of communication between our families and our Administrators seem to be more open than they have in years past.

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 the 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.

We would like to change this goal to state an increase in student achievement and family engagement through participation in school activities and outings, decision-making, and building a school community that fosters a positive environment which supports daily attendance and increased graduation and course pass rates. TK-8 grade course progress was tracked using a progress tracker, however it was still in development. Moving forward, online course progress is no longer measured in grades 6th-8th due to platform changes with the online middle school.

We would like to change our parent attendance at workshops to reflect that at least 100% of our parents will be invited to attend a session that pertains to their student's program and/or need rather than monitoring actual attendance as these sessions are not required and may not be applicable to all students/families. The other change is that these sessions will not only focus on CCSS but also supporting student engagement in school.

We would like to change our goal regarding attendance at live sessions to measure an average number of live sessions that each student is attending will increase based upon their designated instructional group.

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.

We will be utilizing websites and newsletters for parent information, which will be provided by administrators. This will foster our sense of community and parental involvement by keeping the lines of communication open as well as including spotlights.

Our Elementary program is implementing an All Star Program that supports students in fulfilling community service hours as well as Reading Buddies for 1st, 2nd, 4th, and 5th graders.

# 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

All students will be taught by highly qualified teachers, and will have access to and instruction using standards-based curriculum.

State and/or Local Priorities Addressed by this goal:

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

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

100% of students will be taught by highly qualified teachers.

100% of TK-8 students will receive an Individualized Learning Plan (ILP) within two weeks of enrollment and within two weeks of the start of each quarter.

100% of high school students will receive an ILP at least once per school year that is updated throughout the year, as appropriate.

100% of TK-12 grade students will have access to a broad course of study.

100% of TK-12 students will have access to Common Core instructional materials through their assigned OLS courses.

100% of teachers will implement CCSS content and performance standards for all students in live instructional sessions.

100% of students have access to targeted support programs.

#### ACTUAL

Our online platform, curriculum and available materials ensure appropriate implementation of content and performance standards for all students.

A benchmark will be set during the 16-17 SY to determine percentage of students that received ILPs.

Due to the nature of our online school, we do not have school facilities/classrooms to maintain.

| Description  | 2014-15 | 2015-16 | Met or Not Met |
|--|---------|---------|----------------|
| % of teachers appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching | 100.0%  | 100.0%  | yes            |
| % of pupils who have sufficient access to the standards-aligned instructional materials                              | 100.0%  | 100.0%  | yes            |
| % of pupils enrolled in a broad course of study  | 100.0%  | 100.0%  | yes            |
| % of English language learners with access to appropriate ELD support  | 100.0%  | 100.0%  | yes            |
| % of students with access to targeted support programs   | 100.0%  | 100.0%  | yes            |
| School facilities are maintained in good repair  | N/A     | N/A     | N/A            |

**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 | <b>PLANNED</b><br>Professional Development                                   | <b>ACTUAL</b><br>Professional Development was provided across all departments.      |
| Expenditures     | <b>BUDGETED</b><br>Training, Materials Supplemental and Concentration 101577 | <b>ESTIMATED ACTUAL</b><br>Training, Materials Supplemental and Concentration 68507 |

Action **2**

|                  |   |  |
|------------------|---|--|
| Actions/Services | <b>PLANNED</b><br>Create an Individualized Learning Plan for each student and provide updates as appropriate. | <b>ACTUAL</b><br>Created an Individualized Learning Plan for each student and provided updates as appropriate. |
| Expenditures     | <b>BUDGETED</b><br>Teachers, Counselor Techs  | <b>ESTIMATED ACTUAL</b><br>Teachers, Counselor Techs   |

Action **3**

|                         |  |  |
|-------------------------|--|--|
| <p>Actions/Services</p> | <p><b>PLANNED</b><br/>Professional development for teachers and administrators on how to scaffold CCSS for access for English learners.</p>  | <p><b>ACTUAL</b><br/>This action was not met. Our general education teachers and administrators are not provided with this type of professional development currently. However, our ELD teachers do scaffold to allow access to CCSS for our English Learners</p>  |
| <p>Expenditures</p>     | <p><b>BUDGETED</b><br/>Training, Materials Supplemental</p>  | <p><b>ESTIMATED ACTUAL</b><br/>Training, Materials, ELD Teachers, Teachers Supplemental</p>  |
| <p>Action <b>4</b></p>  |  |  |
| <p>Actions/Services</p> | <p><b>PLANNED</b><br/>Update alignments for CCSS and curriculum, as appropriate.</p>   | <p><b>ACTUAL</b><br/>Updated alignments for CCSS and curriculum as appropriate.</p>  |
| <p>Expenditures</p>     | <p><b>BUDGETED</b><br/>Curriculum Specialists</p>  | <p><b>ESTIMATED ACTUAL</b><br/>Curriculum Specialists, Teachers</p>  |
| <p>Action <b>5</b></p>  |  |  |
| <p>Actions/Services</p> | <p><b>PLANNED</b><br/>Utilize a Response to Intervention model to determine level of support each pupil needs in ELA and math.</p>   | <p><b>ACTUAL</b><br/>Utilized a Response to Intervention model to determine level of support each pupil needs in ELA and math.</p>   |
| <p>Expenditures</p>     | <p><b>BUDGETED</b><br/>Teachers, Intervention Team</p>   | <p><b>ESTIMATED ACTUAL</b><br/>Teachers, Intervention Team</p>   |
| <p>Action <b>6</b></p>  |  |  |
| <p>Actions/Services</p> | <p><b>PLANNED</b><br/>Verify pupils have access through their online learning system to standards aligned curriculum and live instructional sessions.</p>  | <p><b>ACTUAL</b><br/>Verified pupils have access through their online learning system to standards aligned curriculum and live instructional sessions.</p>   |
| <p>Expenditures</p>     | <p><b>BUDGETED</b><br/>Teachers, Leadership Staff</p>  | <p><b>ESTIMATED ACTUAL</b><br/>Teachers, Leadership staff</p>  |
| <p>Action <b>7</b></p>  |  |  |
| <p>Actions/Services</p> | <p><b>PLANNED</b><br/>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).</p> | <p><b>ACTUAL</b><br/>Continued to offer time in Specialized Academic Instruction sessions in accordance with IEP goals and services, as well as regular collaboration calls with all stakeholders (student with IEP, Learning Coaches, service providers, general education teachers, and special education teachers).</p> |
| <p>Expenditures</p>     | <p><b>BUDGETED</b></p>   | <p><b>ESTIMATED ACTUAL</b></p>   |

|  |          |
|--|----------|
|  | Teachers |
|--|----------|

Action **8**

|              |  |  |
|--------------|--|--|
|              | <b>PLANNED</b><br>Provide an internet subsidy for students who qualify for free and reduced lunch. | <b>ACTUAL</b><br>Provided an internet subsidy for students who qualify for free and reduced lunch. |
| Expenditures | <b>BUDGETED</b><br>Student Internet Subsidy Supplemental and Concentration 31603                   | <b>ESTIMATED ACTUAL</b><br>Student Internet Subsidy Supplemental and Concentration 30374           |

Action **9**

|              |  |   |
|--------------|--|---|
|              | <b>PLANNED</b><br>Develop in-person art opportunities to increase student engagement in art courses and fulfill UC/CSU A-G requirements. | <b>ACTUAL</b><br>Art labs were provided in another school and available to Sutter students. The requirements for fine arts have changed and an in person component is no longer needed to meet A-G. Science labs are being secured to provide the in-person lab opportunity to all our students in the 17-18 school year. |
| Expenditures | <b>BUDGETED</b><br>High School Course Support: Lab Activities Supplemental and Concentration 133   | <b>ESTIMATED ACTUAL</b><br>High School Course Support: Lab Activities Supplemental and Concentration 133  |

Action **10**

|              |   |   |
|--------------|---|---|
|              | <b>PLANNED</b><br>Provide a comprehensive English Language Development (ELD) program addressing language and academic needs of diverse EL population such as newcomers and long term EL students. | <b>ACTUAL</b><br>Provided a comprehensive English Language Development (ELD) program addressing language and academic needs of diverse EL population such as newcomers and long term EL students. |
| Expenditures | <b>BUDGETED</b><br>ELD: Staff and Supplemental ELD Supplemental and Concentration 7977  | <b>ESTIMATED ACTUAL</b><br>ELD: Staff and Supplemental ELD Supplemental and Concentration 7523  |

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.

Goals and actions were generally implemented as planned with the exception of the in-person art to meet the A-G requirement and ELD training on scaffolding for English Learners.

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

The teachers response to the Professional Development offered this year has been overwhelmingly positive. They especially enjoyed the in-person Teacher Collaboration Days and expressed that they that it was beneficial to collaborate and gain new ideas for the instructional sessions. The instructional coaching sessions held with our teachers and leadership staff have been extremely effective in ensuring high quality instruction of our students.

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.

Science Labs to meet A-G requirements will be implemented in CAVA @ Sutter in the 17-18 school year. The requirements for fine arts have changed and an in person component is no longer needed to meet A-G. Collaboration meetings for students with IEPs will occur regularly and may not be monthly. We will work to have ELD training for general education, special education, and intervention staff on how to scaffold the CCSS for English Learners in the 17-18 school year.



# 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?

In planning for the LCAP, stakeholder engagement was elicited and encouraged. A survey was sent to all CAVA @ Sutter parents, students, and staff members at the beginning of May. There was a family live session held on May 9th and an administration planning session (including representatives from the various departments within our school) held on May 11. The information gathered from the parent session and the parent, student, and staff surveys was shared and analyzed at the administration meeting. The draft LCAP was sent to the Sutter school board members for review and to solicit their feedback. Our School Site Council meeting was held on May 26th and allowed for contribution from our members.

## IMPACT ON LCAP AND ANNUAL UPDATE

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

Overall, the feedback was extremely positive. The majority felt there was nothing missing from last year's LCAP and nothing that needed to be added to last year's LCAP. The feedback from the parents, staff, and students did indicate that they want to see our school focus on teacher retention, in-person outings and support for high school students to explore options for college.

This prompted us to change Goal #2 to add outings as part of our community building in our school.

Board member feedback was reviewed and updates to the LCAP made based on their suggestions and input.

# 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 proficiency and mastery of grade level outcomes for all students in grades TK-12 in math and language arts.

State and/or Local Priorities Addressed by this goal:

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

Identified Need

Low achievement based upon the 15-16 SBAC results showing 40% of students (3-8, 11) met or exceeded standards on the SBAC ELA. 21% of students (3-8, 11) met or exceeded standards on the SBAC math. 21% of our 11th graders scored "Ready" (Level 4) on the EAP exam in ELA and 4% in math. Increase students who complete the AP Exam - 0% of HS students completed an AP exam. We were not fully A-G compliant with no in-person Science labs.

EXPECTED ANNUAL MEASURABLE OUTCOMES

| Metrics/Indicators  | Baseline                 | 2017-18         | 2018-19 | 2019-20 |
|---|--------------------------|-----------------|---------|---------|
| Percent of Title I students scoring below grade level on initial universal screener will demonstrate more than one year of growth as measured by i-Ready diagnostic scores. | Establish baseline 16-17 | 75%             |         |         |
| Percent of students meeting or exceeding standards on SBAC ELA assessments in grades 3-8 and 11   | 40%                      | Increase by 10% |         |         |
| Percent of students meeting or exceeding standards on SBAC math assessments in grades 3-8 and   | 21%                      | Increase by 10% |         |         |

|   |                                     |                                |  |  |
|---|-------------------------------------|--------------------------------|--|--|
| 11  |                                     |                                |  |  |
| Number of HS students taking AP exams   | 1                                   | Increase to 2 or more          |  |  |
| Percent of 4-year Cohort that completed A-G requirements  | Establish baseline 16-17            | Set benchmark                  |  |  |
| Percent of 11th grade students scoring Ready on the Early Assessment Program (EAP) ELA test             | 21%                                 | Increase by 5%                 |  |  |
| Percent of 11th grade students scoring Ready on the Early Assessment Program (EAP) Math test            | 4%                                  | Increase by 5%                 |  |  |
| Percent of English Learner (EL) students who are reclassified   | 38.5%                               | Increase by 3%                 |  |  |
| Percent of ELL who make progress towards English proficiency  | n/a - fewer than 30 students tested | Increase by 5%                 |  |  |
| Percent of Title I students scoring below grade level on initial universal screener                     | Establish baseline 16-17            | Set benchmark                  |  |  |
| Percent of students scoring at or above grade level on growth i-Ready Reading assessments in grades K-2 | 72.3%                               | Increase 10%                   |  |  |
| Percent of students scoring at or above grade level on growth i-Ready math assessments in grades K-2    | 49.6%                               | Increase 10%                   |  |  |
| A-G requirements for science  | Establish baseline 16-17            | Implementation of science labs |  |  |

|  |                          |               |  |  |
|--|--------------------------|---------------|--|--|
| courses  |                          |               |  |  |
| Percent of pupils who have passed AP exams with 3 or higher  | Establish baseline 16-17 | Set benchmark |  |  |
| Percent of students in grades K-12 achieving a writing rubric score that is on/above grade level by the end of the school year | Establish baseline 16-17 | 75%           |  |  |

**PLANNED ACTIONS / SERVICES**

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

**Action 1**

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

|                              |                                      |   |  |
|------------------------------|--------------------------------------|---|--|
| <u>Students to be Served</u> | <input type="checkbox"/> All         | <input type="checkbox"/> Students with Disabilities | <input type="checkbox"/> [Specific Student Group(s)] |
| <u>Location(s)</u>           | <input type="checkbox"/> All Schools | <input type="checkbox"/> Specific Schools:          | <input type="checkbox"/> Specific Grade spans:       |

OR

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

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

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

Professional Development

**BUDGETED EXPENDITURES**

**2017-18**

Amount 329,742

Source Supplemental

Budget Reference Teacher salaries,training, materials

**2018-19**

Amount

Source

Budget Reference

**2019-20**

Amount

Source

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**

New  Modified  Unchanged

**2018-19**

New  Modified  Unchanged

**2019-20**

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**

Amount: 15,662  
 Source: Supplemental  
 Budget Reference: Universal Screener/Progressing Monitoring Assessment

**2018-19**

Amount:   
 Source:   
 Budget Reference:

**2019-20**

Amount:   
 Source:   
 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**

New  Modified  Unchanged

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

Monitor student progress towards grade level reading and math achievement via interim assessments, and provide additional instructional support for students not meeting reading goals. Continue to provide early identification of struggling students, and accountability of support plans to increase engagement.

**BUDGETED EXPENDITURES**

**2017-18**

**2018-19**

**2019-20**

Budget Reference Teachers

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**

Amount 14,680

Source Supplemental

Budget Reference ELD Support: Teachers (Lead), Clerk, Curriculum

**2018-19**

Amount

Source

Budget Reference

**2019-20**

Amount

Source

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**

New  Modified  Unchanged

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged



Evaluate effectiveness of increased instructional time with credentialed teacher, and make adjustments as appropriate. Continue to regularly and consistently evaluate 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)] At-Risk

Location(s)  All Schools  Specific Schools:  Specific Grade spans: 2nd-5th

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

Evaluate effectiveness of interim assessments in identifying 3rd-5th grade students struggling in decoding and fluency. Evaluate effectiveness of placement in MARK 12 reading remediation program. Evaluate 2nd

grade students for appropriateness of placement in the MARK12 reading remediation program for second semester, including weekly progress monitoring and instructional support through the Intervention Department.

**BUDGETED EXPENDITURES**

**2017-18**

**2018-19**

**2019-20**

Budget Reference

Teachers, MARK 12 courses, Intervention Team

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

Provide daily practice and reinforcement of skills using supplemental activities.

**BUDGETED EXPENDITURES**

**2017-18**

**2018-19**

**2019-20**

Budget Reference Teachers

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

Teachers will continue to 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 baseline/interim assessment data.

BUDGETED EXPENDITURES

**2017-18**

**2018-19**

**2019-20**

Budget Reference Teachers

Budget Reference

Budget Reference

Action **9**

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

|                              |   |
|------------------------------|---|
| <u>Students to be Served</u> | <input type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> <u>[Specific Student Group(s)] At-Risk</u> |
| <u>Location(s)</u>           | <input checked="" type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: <input type="checkbox"/> Specific Grade spans:                       |

OR

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

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

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

Utilize the intervention program for small group reading, writing, and math intervention classes for struggling students (tier 2 and 3). Students will be 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 baseline/interim assessment, and parent conferencing.

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

BUDGETED EXPENDITURES

**2017-18**

|                  |                      |
|------------------|----------------------|
| Budget Reference | Intervention Program |
|------------------|----------------------|

**2018-19**

|                  |  |
|------------------|--|
| Budget Reference |  |
|------------------|--|

**2019-20**

|                  |  |
|------------------|--|
| Budget Reference |  |
|------------------|--|

Action **10**

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

|                              |                                      |   |   |
|------------------------------|--------------------------------------|---|---|
| <u>Students to be Served</u> | <input type="checkbox"/> All         | <input type="checkbox"/> Students with Disabilities | <input type="checkbox"/> <u>[Specific Student Group(s)]</u> |
| <u>Location(s)</u>           | <input type="checkbox"/> All Schools | <input type="checkbox"/> Specific Schools:          | <input type="checkbox"/> Specific Grade spans:              |

OR

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

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

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

Create an Individualized Learning Plan (ILP)/Grad Plan for each student and utilize a Response to Intervention model to determine the level of support each pupil needs.

BUDGETED EXPENDITURES

**2017-18**

|                  |                            |
|------------------|----------------------------|
| Amount           | 14,168                     |
| Source           | Supplemental               |
| Budget Reference | Student Information System |

**2018-19**

|                  |  |
|------------------|--|
| Amount           |  |
| Source           |  |
| Budget Reference |  |

**2019-20**

|                  |  |
|------------------|--|
| Amount           |  |
| Source           |  |
| 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)]

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: High School

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

Continue providing access to resources to supplement AP courses.

BUDGETED EXPENDITURES

**2017-18**

Amount 95

Source Supplemental

Budget Reference AP Support: Standards Based Assessment

**2018-19**

Amount

Source

Budget Reference

**2019-20**

Amount

Source

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: High School

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

A-G: Evaluate the effectiveness of the communication and coordination of enrollment in A-G courses at local high schools, community colleges, and/or other educational options on behalf of students expressing an interest in, and qualifying for, meeting A-G requirements for college entrance. Develop and implement a plan to offer high school science labs in local areas to support students with meeting A-G requirements through CAVA-offered classes.

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

**BUDGETED EXPENDITURES**

**2017-18**

Amount 4,300

Source Supplemental

Budget Reference Science Labs; sites, travel, supplies

**2018-19**

Amount

Source

Budget Reference

**2019-20**

Amount

Source

Budget Reference

Action **13**

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

|                                       |   |   |   |
|---------------------------------------|---|---|---|
| <a href="#">Students to be Served</a> | <input checked="" type="checkbox"/> All | <input type="checkbox"/> Students with Disabilities | <input type="checkbox"/> <a href="#">[Specific Student Group(s)]</a>  |
| <a href="#">Location(s)</a>           | <input type="checkbox"/> All Schools    | <input type="checkbox"/> Specific Schools:          | <input checked="" type="checkbox"/> Specific Grade spans: <u>TK-2</u> |

OR

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

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

[ACTIONS/SERVICES](#)

**2017-18**

New  Modified  Unchanged

Evaluate and update training sessions for parents on early literacy (including decoding and fluency), grade level writing strategies, and math literacy (i.e. problem-solving strategies). Continue to provide parent support and follow-up to these sessions to ensure parent success with presented material/skills.

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

[BUDGETED EXPENDITURES](#)

**2017-18**

Budget Reference Teachers, Parent Education Facilitators, Curriculum Specialists

**2018-19**

Budget Reference

**2019-20**

Budget Reference

Action **14**



**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**

New  Modified  Unchanged

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

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

BUDGETED EXPENDITURES

**2017-18**

Amount 11,096

Source Supplemental

Budget Reference FAST Staff

**2018-19**

Amount

Source

Budget Reference

**2019-20**

Amount

Source

Budget Reference

Action **15**

**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**

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 and provide and encourage opportunities for peer observation.

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

**BUDGETED EXPENDITURES**

**2017-18**

Amount 35,077

Source Supplemental

Budget Reference Curriculum Specialists

**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

Increase in student achievement and family engagement through participation in school activities and outings, decision-making, and building a school community that fosters a positive environment which supports daily attendance and increased graduation and course pass rates.

State and/or Local Priorities Addressed by this goal:

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

Identified Need

Decrease high school drop out rate and increase graduation rate.  
 During the 13-14 school year, the high school drop out rate was 34.5%. The graduation rate was 48.28%.  
 During the 14-15 school year, the high school drop out rate was 38.5%. The graduation rate was 46.9%.  
 During the 15-16 school year, the high school drop out rate was 37.3%. The graduation rate was 51.8%.

EXPECTED ANNUAL MEASURABLE OUTCOMES

| Metrics/Indicators   | Baseline                 | 2017-18       | 2018-19 | 2019-20 |
|--|--------------------------|---------------|---------|---------|
| Percent of parents who attend the Intervention Program Orientation   | Establish baseline 16-17 | Set benchmark |         |         |
| How the school district will promote parental participation in programs for individuals with exceptional needs | Establish baseline 16-17 | Set benchmark |         |         |
| Percent of stakeholder who completed school surveys for seeking input on school measures and needs             | Establish baseline 16-17 | Set benchmark |         |         |
| Parent/learning coach invites to sessions that pertain to their student's program and/or need                  | Establish baseline 16-17 | 100%          |         |         |

|  |                          |               |  |  |
|--|--------------------------|---------------|--|--|
| including, CCSS and supporting student engagement.                                       |                          |               |  |  |
| School attendance rates  | 90%                      | 97%           |  |  |
| Chronic absenteeism rates  | n/a                      | n/a           |  |  |
| Middle School dropout rates  | Establish baseline 16-17 | Set benchmark |  |  |
| High School dropout rates  | 37.3%                    | Decrease 2%   |  |  |
| High School graduation rates   | 51.8%                    | Increase 2%   |  |  |
| Spring High School Course Pass Rate  | 73.5%                    | Increase 5%   |  |  |
| Pupil suspension rates   | 0%                       | 0%            |  |  |
| Pupil expulsion rates  | 0%                       | 0%            |  |  |
| Parent participation in IEPs   | Establish baseline 16-17 | Set benchmark |  |  |
| Average number of live sessions that students in each instructional group are attending. | Establish baseline 16-17 | Set benchmark |  |  |

**PLANNED ACTIONS / SERVICES**

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

**Action 1**

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

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

OR

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

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

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

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

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

Professional Development

**BUDGETED EXPENDITURES**

**2017-18**

Budget Reference Training, Materials

**2018-19**

Budget Reference

**2019-20**

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**

New  Modified  Unchanged

Evaluate effectiveness of instructional coaching in increasing student engagement in live instructional sessions. Continue to observe and provide teachers with feedback/coaching to improve instruction.

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

**BUDGETED EXPENDITURES**

**2017-18**

Budget Reference Teachers, Parent Education Facilitators, Leadership Staff, Curriculum Specialists

**2018-19**

Budget Reference

**2019-20**

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**

New  Modified  Unchanged

Continue to provide regular opportunities for student, parent/learning coach, staff, and community feedback to foster a positive school environment and ensure participation in decision-making.

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

**BUDGETED EXPENDITURES**

**2017-18**

Budget Reference  
Staff

**2018-19**

Budget Reference

**2019-20**

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**

New  Modified  Unchanged

**2018-19**

New  Modified  Unchanged

**2019-20**

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**

Amount: 1,000  
 Source: Supplemental  
 Budget Reference: ELD: Interpreter & Translation Services (CLI/DocTrack)

**2018-19**

Amount:   
 Source:   
 Budget Reference:

**2019-20**

Amount:   
 Source:   
 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**

New  Modified  Unchanged

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

Monitor daily, weekly, and monthly student attendance, and utilize the FASTeam to support students who exhibit chronic absenteeism with regularly attending school.

**BUDGETED EXPENDITURES**

**2017-18**

**2018-19**

**2019-20**

Budget Reference

Staff

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 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**

|                  |  |
|------------------|--|
| Amount           | 17,539                                       |
| Source           | Supplemental                                 |
| Budget Reference | FAST Staff, Social Emotional Support Program |

**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 3

All students will be taught by highly qualified teachers, and will have access to and instruction using standards-based curriculum.

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 with access to appropriate curriculum. This goal has been met - 100% of students are supported by credentialed teachers and 100% of students have access to the appropriate curriculum. The priority will be to maintain the current levels.

EXPECTED ANNUAL MEASURABLE OUTCOMES

| Metrics/Indicators   | Baseline | 2017-18 | 2018-19 | 2019-20 |
|--|----------|---------|---------|---------|
| Percent of teachers appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching | 100%     | 100%    |         |         |
| Percent of students who have sufficient access to standards-aligned curriculum, assessments, and materials                 | 100%     | 100%    |         |         |
| Percent of students with access to a broad course of study   | 100%     | 100%    |         |         |
| Percent of students with access to targeted support programs   | 100%     | 100%    |         |         |

|   |      |      |  |  |
|---|------|------|--|--|
| Percent of English language learners with access to appropriate ELD support | 100% | 100% |  |  |
|---|------|------|--|--|

**PLANNED ACTIONS / SERVICES**

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

**Action 1**

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

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

OR

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

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

**ACTIONS/SERVICES**

| 2017-18  | 2018-19   | 2019-20   |
|--|---|---|
| <input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> 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:

|                                       |   |   |  |
|---------------------------------------|---|---|--|
| <a href="#">Students to be Served</a> | <input checked="" type="checkbox"/> All         | <input type="checkbox"/> Students with Disabilities | <input type="checkbox"/> <a href="#">[Specific Student Group(s)]</a> |
| <a href="#">Location(s)</a>           | <input checked="" type="checkbox"/> All Schools | <input type="checkbox"/> Specific Schools:          | <input type="checkbox"/> Specific Grade spans:                       |

OR

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

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

[ACTIONS/SERVICES](#)

**2017-18**

New  Modified  Unchanged

Create an Individualized Learning Plan for each student and provide updates as appropriate.

**2018-19**

New  Modified  Unchanged

|  |
|--|
|  |
|--|

**2019-20**

New  Modified  Unchanged

|  |
|--|
|  |
|--|

[BUDGETED EXPENDITURES](#)

**2017-18**

Budget Reference Teachers, Counselor Techs

**2018-19**

Budget Reference

**2019-20**

Budget Reference

Action **3**

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

|                                       |   |   |  |
|---------------------------------------|---|---|--|
| <a href="#">Students to be Served</a> | <input checked="" type="checkbox"/> All | <input type="checkbox"/> Students with Disabilities | <input type="checkbox"/> <a href="#">[Specific Student Group(s)]</a> |
|---------------------------------------|---|---|--|

Location(s)

All Schools     Specific Schools: \_\_\_\_\_     Specific Grade spans: \_\_\_\_\_

OR

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

Students to be Served

English Learners     Foster Youth     Low Income

Scope of Services

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

Location(s)

All Schools     Specific Schools: \_\_\_\_\_     Specific Grade spans: \_\_\_\_\_

**ACTIONS/SERVICES**

**2017-18**

New     Modified     Unchanged

**2018-19**

New     Modified     Unchanged

**2019-20**

New     Modified     Unchanged

Continue to utilize a Response to Intervention model to determine level of support each pupil needs in ELA and math.

**BUDGETED EXPENDITURES**

**2017-18**

Budget Reference: Teachers, Intervention Team

**2018-19**

Budget Reference: \_\_\_\_\_

**2019-20**

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:**

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

**ACTIONS/SERVICES**

| 2017-18   | 2018-19   | 2019-20   |
|---|---|---|
| <input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged                    | <input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged |
| Verify pupils have access through their online learning system to standards aligned curriculum and live instructional sessions. |   |   |

**BUDGETED EXPENDITURES**

| 2017-18                                      | 2018-19                 | 2019-20                 |
|--|-------------------------|-------------------------|
| Budget Reference: Teachers, Leadership Staff | Budget Reference: _____ | Budget Reference: _____ |

**Action 5**

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

|                              |   |
|------------------------------|---|
| <u>Students to be Served</u> | <input type="checkbox"/> All <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> <u>[Specific Student Group(s)]</u> |
| <u>Location(s)</u>           | <input checked="" type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____   |

**OR**

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

|                              |   |
|------------------------------|---|
| <u>Students to be Served</u> | <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income |
|------------------------------|---|



[Scope of Services](#)

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

[Location\(s\)](#)

All Schools     Specific Schools:     Specific Grade spans:

**[ACTIONS/SERVICES](#)**

**2017-18**

New     Modified     Unchanged

**2018-19**

New     Modified     Unchanged

**2019-20**

New     Modified     Unchanged

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).

**[BUDGETED EXPENDITURES](#)**

**2017-18**

Budget Reference  
SPED Staff

**2018-19**

Budget Reference

**2019-20**

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**

New  Modified  Unchanged

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

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

**BUDGETED EXPENDITURES**

**2017-18**

Amount 29,636

Source Supplemental

Budget Reference Student Internet Subsidy

**2018-19**

Amount

Source

Budget Reference

**2019-20**

Amount

Source

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: \$472,686

Percentage to Increase or Improve Services: 7.47%

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
- 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

Unduplicated Student Count – 59.03%

All NSLP Eligible – 58.36%

EL Funding Eligible – 1.66%

RFEP – 2.99%

Foster Youth – 0.11%

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

In 2016/17 the school calculates its minimum proportionality percentage will be 7.47%. 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

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

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

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

## Plan Summary

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

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

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

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

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

## Budget Summary

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

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for

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

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

## Annual Update

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

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

## Annual Measurable Outcomes

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

## Actions/Services

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

## Analysis

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

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

## Stakeholder Engagement

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

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

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

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

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

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

## Goals, Actions, and Services

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

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

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

### **New, Modified, Unchanged**

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

### Goal

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

### Related State and/or Local Priorities

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

### Identified Need



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

### **Expected Annual Measurable Outcomes**

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

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

### **Planned Actions/Services**

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

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

##### **Students to be Served**

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

##### **Location(s)**

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

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

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

##### **Students to be Served**

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

##### **Scope of Service**

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

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

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

### Location(s)

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

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

### Actions/Services

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

#### **New/Modified/Unchanged:**

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

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

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

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

### Budgeted Expenditures

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

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

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

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

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

#### Estimated Supplemental and Concentration Grant Funds

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

#### Percentage to Increase or Improve Services

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

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

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

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

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

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

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

## State Priorities

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

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

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

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

**Priority 3: Parental Involvement** addresses:

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

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

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

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

- A. School attendance rates;
- B. Chronic absenteeism rates;

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

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

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

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

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

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

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

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

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

**Local Priorities** address:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## **APPENDIX B: GUIDING QUESTIONS**

### **Guiding Questions: Annual Review and Analysis**

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

### **Guiding Questions: Stakeholder Engagement**

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



## Guiding Questions: Goals, Actions, and Services

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

## LCAP Expenditure Summary

| Total Expenditures by Funding Source |                                      |                                    |            |         |         |  |
|--------------------------------------|--------------------------------------|------------------------------------|------------|---------|---------|--|
| Funding Source                       | 2016-17<br>Annual Update<br>Budgeted | 2016-17<br>Annual Update<br>Actual | 2017-18    | 2018-19 | 2019-20 | 2017-18<br>through<br>2019-20<br>Total |
| All Funding Sources                  | 494,464.00                           | 312,068.00                         | 472,995.00 | 0.00    | 0.00    | 472,995.00                             |
|                                      | 10,000.00                            | 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                               | 472,995.00 | 0.00    | 0.00    | 472,995.00                             |
| Supplemental and Concentration       | 484,464.00                           | 312,068.00                         | 0.00       | 0.00    | 0.00    | 0.00                                   |
| 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.

| <b>Total Expenditures by Object Type</b> |   |   |                |                |                |  |
|--|---|---|----------------|----------------|----------------|--|
| <b>Object Type</b>                       | <b>2016-17<br/>Annual Update<br/>Budgeted</b> | <b>2016-17<br/>Annual Update<br/>Actual</b> | <b>2017-18</b> | <b>2018-19</b> | <b>2019-20</b> | <b>2017-18<br/>through<br/>2019-20<br/>Total</b> |
| All Expenditure Types                    | 494,464.00                                    | 312,068.00                                  | 472,995.00     | 0.00           | 0.00           | 472,995.00                                       |
|  | 494,464.00                                    | 312,068.00                                  | 472,995.00     | 0.00           | 0.00           | 472,995.00                                       |

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

| <b>Total Expenditures by Object Type and Funding Source</b> |                                   |   |   |                |                |                |  |
|---|-----------------------------------|---|---|----------------|----------------|----------------|--|
| <b>Object Type</b>  | <b>Funding Source</b>             | <b>2016-17<br/>Annual<br/>Update<br/>Budgeted</b> | <b>2016-17<br/>Annual<br/>Update<br/>Actual</b> | <b>2017-18</b> | <b>2018-19</b> | <b>2019-20</b> | <b>2017-18<br/>through<br/>2019-20<br/>Total</b> |
| All Expenditure Types                                       | All Funding Sources               | 494,464.00  | 312,068.00                                      | 472,995.00     | 0.00           | 0.00           | 472,995.00                                       |
|   |                                   | 10,000.00   | 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  | 472,995.00     | 0.00           | 0.00           | 472,995.00                                       |
|   | Supplemental and<br>Concentration | 484,464.00  | 312,068.00                                      | 0.00           | 0.00           | 0.00           | 0.00   |
|   | 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.

| <b>Total Expenditures by Goal</b> |                |                |                |  |
|-----------------------------------|----------------|----------------|----------------|--|
| <b>Goal</b>                       | <b>2017-18</b> | <b>2018-19</b> | <b>2019-20</b> | <b>2017-18<br/>through<br/>2019-20<br/>Total</b> |
| <b>Goal 1</b>                     | 424,820.00     | 0.00           | 0.00           | 424,820.00                                       |
| <b>Goal 2</b>                     | 18,539.00      | 0.00           | 0.00           | 18,539.00  |
| <b>Goal 3</b>                     | 29,636.00      | 0.00           | 0.00           | 29,636.00  |
| <b>Goal 4</b>                     | 0.00           | 0.00           | 0.00           | 0.00   |
| <b>Goal 5</b>                     | 0.00           | 0.00           | 0.00           | 0.00   |
| <b>Goal 6</b>                     | 0.00           | 0.00           | 0.00           | 0.00   |
| <b>Goal 7</b>                     | 0.00           | 0.00           | 0.00           | 0.00   |
| <b>Goal 8</b>                     | 0.00           | 0.00           | 0.00           |  |
| <b>Goal 9</b>                     | 0.00           | 0.00           | 0.00           | 0.00   |

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