LCFF Budget Overview for Parents

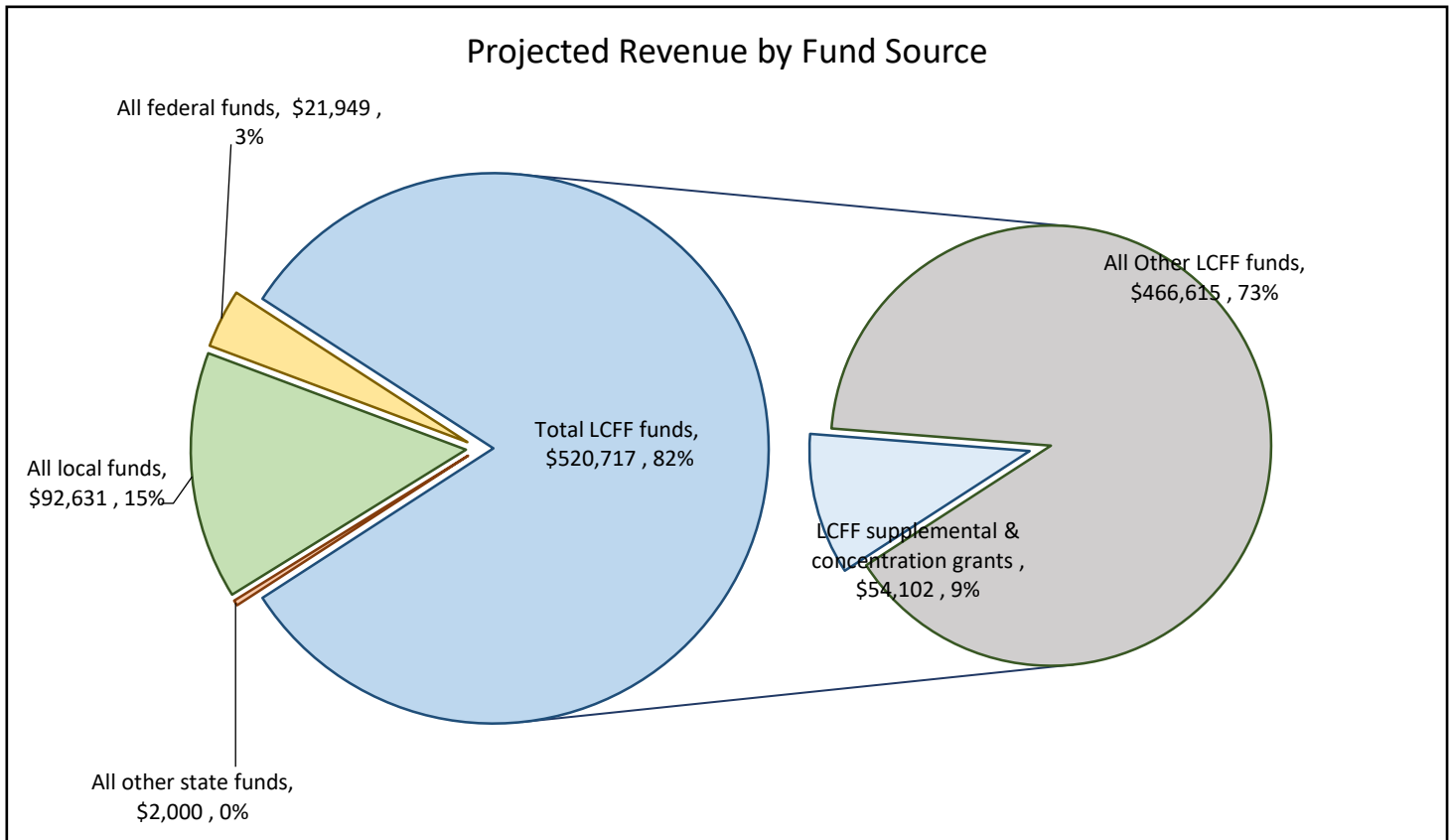Local Educational Agency (LEA) Name: Sherman Thomas STEM Academy

CDS Code: 20-65243-0134510

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

LEA contact information: Jamie Brock, 559-871-5490, jabrock@stcsca.org

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

Budget Overview for the 2019-20 LCAP Year

Projected Revenue by Fund Source

All federal funds, $21,949, 3%

All Other LCFF funds, $466,615, 73%

Total LCFF funds, $520,717, 82%

All local funds, $92,631, 15%

LCFF supplemental & concentration grants, $54,102, 9%

All other state funds, $2,000, 0%

This chart shows the total general purpose revenue Sherman Thomas STEM Academy expects to receive in the coming year from all sources.

The total revenue projected for Sherman Thomas STEM Academy is $637,297.00, of which $520,717.00 is Local Control Funding Formula (LCFF), $2,000.00 is other state funds, $92,631.00 is local funds, and $21,949.00 is federal funds. Of the $520,717.00 in LCFF Funds, $54,102.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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

LCFF Budget Overview for Parents

Budgeted Expenditures
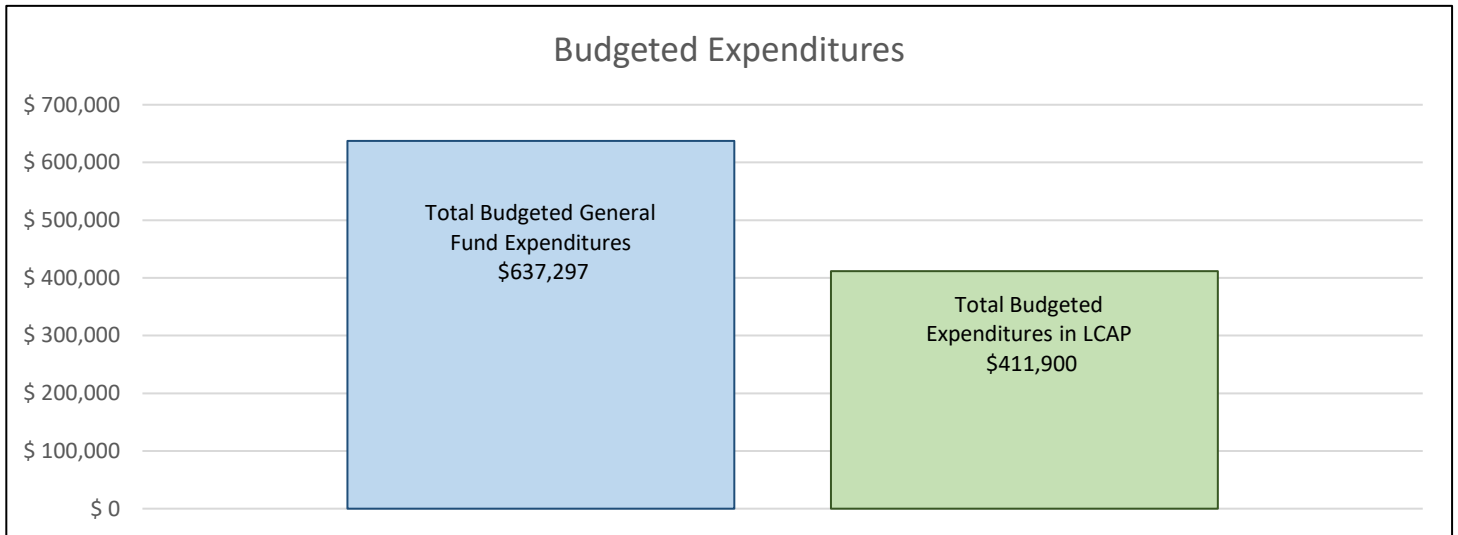
This chart provides a quick summary of how much Sherman Thomas STEM Academy plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Sherman Thomas STEM Academy plans to spend $637,297.00 for the 2019-20 school year. Of that amount, $411,900.00 is tied to actions/services in the LCAP and $225,397.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Salaries (office manager and part time: yard duty, director, district secretary, maintenance, janitorial); Facility Costs (electricity, phones, repair); Contracts (legal fees, SIS, oversight fees); Classroom and Office Supplies

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

In 2019-20, Sherman Thomas STEM Academy is projecting it will receive $54,102.00 based on the enrollment of foster youth, English learner, and low-income students. Sherman Thomas STEM Academy must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Sherman Thomas STEM Academy plans to spend $59,918.00 on actions to meet this requirement.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2018-19
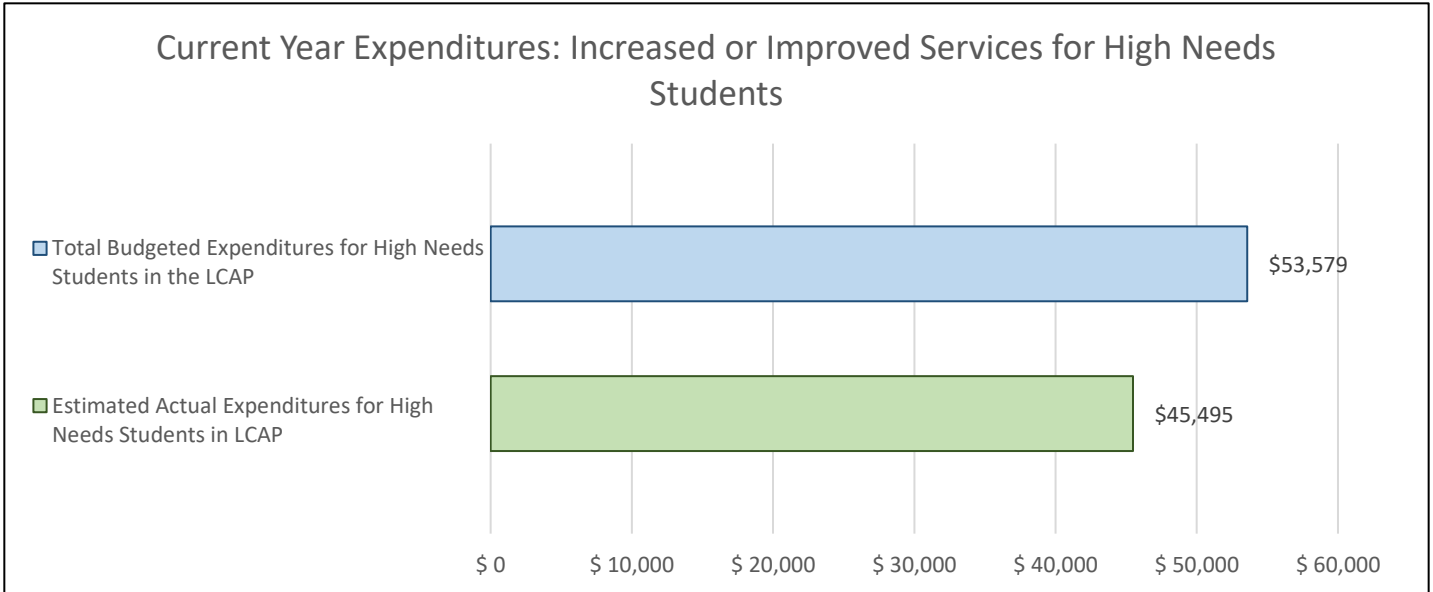
This chart compares what Sherman Thomas STEM Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Sherman Thomas STEM Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, Sherman Thomas STEM Academy's LCAP budgeted $53,579.00 for planned actions to increase or improve services for high needs students. Sherman Thomas STEM Academy estimates that it will actually spend $45,495.00 for actions to increase or improve services for high needs students in 2018-19. The difference between the budgeted and actual expenditures of $8,084.00 had the following impact on Sherman Thomas STEM Academy's ability to increase or improve services for high needs students:

The difference in spending did not impact the actions and services for high needs students. Our field trip costs ended up being much lower than originally anticipated (we budgeted on group discount numbers - not school group), even with us attending three more field trips than originally planned. Also, we no longer pay an EL Coordinator stipend, but rather it is an additional listed job duty on the teacher's contract. Our contract for our reading and math program was also cheaper than originally anticipated. We completed all actions listed in our LCAP and exceeded all goals, with less money being expended.

Local Control Accountability Plan and Annual Update (LCAP) Template

<u>Addendum</u>: General instructions & regulatory requirements.

<u>Appendix A</u>: Priorities 5 and 6 Rate Calculations

<u>Appendix B</u>: Guiding Questions: Use as prompts (not limits)

<u>California School Dashboard</u>: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
Sherman Thomas STEM Academy	Jamie Brock, Principal	jabrock@stcsca.org; 559-871-5490

2017-20 Plan Summary

The Story

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

We are a new small STEM (Science, Technology, Engineering, and Mathematics) middle schools, serving 75 students in grades six, seven, and eight with a college and career emphasis. Our grand opening was August 21, 2017. Our student demographic information is 64% Hispanic, 30% Caucasian, 3% African American, 3% Asian, and 50% of our students are unduplicated (English Learners, free/reduced lunch, foster/homeless youth).

One of the things that is exciting about our demographic is that it truly is a cross-section of Madera. Our students do not all live in the same area because attending our schools is not based on a child's address (although preference is given to all students living within Madera Unified School District). Of our current 75 students, we have students who have come from 17 different schools (public, public charter, and private) within Madera. This provides a great opportunity for creating a community celebrating differences.

Something that makes us unique is that we are the first STEM school in our county. We believe in an integrative instructional model where we apply the principles of the subjects of STEM, Science (hypothesizing and investigating), Technology (improvements that foster ease of a task), Engineering (design process), and Mathematics (identifying problems and persevering to solve them) in all subject areas. Our motto, Dream it, Think it, Do it, is a constant focal point. The lessons are designed to be engaging and interactive with our Fridays, which are specifically set aside for hands on projects, college and career emphasis, field trips, and guest speakers. We are excited to bring these opportunities to the children of our entire community.

LCAP Highlights

2017-2020 LCAP Goals:

1. To prepare students through rigorous and relevant content, to be productive and successful citizens by developing a strong work ethic, and the higher level critical thinking skills needed to solve problems in the 21st century world.

2. For all parents to embrace their VOICE (Volunteer, Outings, Inform, Challenge Days, Engage)

3. To provide a safe, positive, organized setting with clearly defined behavior expectations where effective character education enhances the academic program, while developing habits of professionalism.

Being a small school, there is not a lot of revenue, but small class and school size is important to our parents and staff. A key element of our school, that with the exception of salaries and our facility lease, has the largest apportionment of funds, is our field trip program. We believe it is vital to a child's education to foster higher-level critical thinking skills, and a well-rounded character education program that focuses on professionalism to get students "in the field." In year one (2017-18), all students got to go to 3 college campuses (Reedley College, Fresno State University, and California Polytechnic University San Luis Obispo), 4 community business trips, and 3 enrichment field trips, including Knott's Berry Farm for their Middle School Physics Day and Medieval Times. This current year (2018-19) students visited 4 college campuses (Fresno City, UC Merced, UC Davis, and the California Health Science University), 7 local businesses, and went on 2 enrichment trips. College, and careers to a different extent, seem far away and mysterious to students in this age group in our community. We want kids to see these possibilities as accessible and to understand there are steps they can take, even now, in middle school, to put them on a realistic pathway toward their dreams. We not only wish to open their minds to these possibilities but help build habits they can use on their way through high school and college or higher education training programs. This is a key to our program and is a continued goal for this year. We will be visiting 3 college campuses (Madera Community College Center, Fresno Pacific University, and Stanford University) at least 3 local businesses, and taking all students to a science camp.

Review of Performance

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

Greatest Progress

We have had a great second year at the Academy. Our year one test scores were the highest in our city, which we are using as a motivator for our 2018-19 testing (which has not yet begun, and therefore we do not have results). We encourage our students to work hard every day – that's what it means to be a Raven. We are proud to have reached all expected measurable outcomes set forth in the previous year's LCAP that we have data on at this point. On local assessments, 75% of our

students have grown at least one year and/or are at grade level in reading and mathematics, school wide. Over 90% of our Stakeholders report being highly satisfied with our school.

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

Greatest Needs

Since 2017-18 was our school's first year of existence, we do not have any "red" or "orange" performance categories. Last year was our school's first time taking the CAASPP, so our scores are being used as baseline data. This year, 2018-19 will be our first chance to show increase or decline, and therefore will be our first time having "colors". That being said, we do have areas of concern that we as a staff are working to address. While we met our goal of 75% of students growing a minimum of one year and/or being at grade level in reading and math, we barely met it (74.8%). We see this as an area for us to work on and are looking for ways to improve. This was a 4.78% increase over last year, but we were hoping to see greater growth.

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

Performance Gaps

Since 2017-18 was our first year testing and we do not have data yet for 2018-19, we don't have any state indicators on the Dashboard. That being said, I do have data broken down by subgroup for the 2017-18 results (we have not yet done our 2018-19 testing). Overall, our school had 74% of our students meet/exceed standard in English and 55% met/exceeded standard in math. We had several subgroups that performed below this – which I would see as a gap to be addressed. Our Hispanic students were 5% below in English and 6% below in Math. Our socio-economically disadvantaged students were 7% below in English and 22% below in math (this is the biggest and most concerning gap). Our boys were also 4% below in English and 6% below in Math. Our highest performing sub-group in Math was our white students, with 68% meeting/exceeding standard and our girls, with 64%. Our highest performing sub-group in English were our RFEP students, with 91% meeting/exceeding standard. Most of our sub-groups were within 10% of our overall score, which I don't consider to be a significant performance gap.

Comprehensive Support and Improvement

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

Schools Identified

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

No schools within the LEA have been identified for CSI

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

Annual Update

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

To prepare students, through rigorous and relevant content, to be productive and successful citizens by developing a strong work ethic and the higher-level critical thinking skills needed to solve problems in the 21st century world.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Teacher Certification: 100% appropriately assigned and fully credentialed.	100% appropriately assigned and fully credentialed.
Instructional Materials Quarterly Self Audit: ALL students will have access to standards-aligned instructional materials.	All students had access to standards-aligned instructional materials.
CAASP Results: 98% Participation Rate. To be in the "increased level" for mean distance from Level 3 in ELA and Math.	Pending test results (students test in May)
CELDT Results: 70% of EL pupils will grow one level or be re-designated.	Pending test results (students test at end of April)
Renaissance Results: 75% of students will be at grade level in ELA and Math and/or grow a minimum of 1 year.	74.8% of students were at grade level in ELA and Math and/or grew a minimum of 1 year.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Teacher contracts (including principal/teacher combo role) – salary + benefits. (Only 90.2% of 6th grade teacher, as the remaining 9.8% is in a different action for intervention).	Teacher contracts (including principal/teacher combo role) – salary + benefits. (Only 90.2% of 6th grade teacher, as the remaining 9.8% is in a different action for intervention).	$228,701	$242,423

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Weekly PLC meetings; outside professional development	Weekly PLC meetings; outside professional development	$10,000	$8,115.22

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Technology infrastructure and support to ensure internet capability on all devices.	Technology infrastructure and support to ensure internet capability on all devices.	$15,000	$11,215

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Intervention Program (9.8% of 6th grade teacher's salary)	Intervention Program (9.8% of 6th Grade teachers' salary)	$7,292	$8,686

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
EL Coordinator	EL Coordinator	$2,000	$0 (embedded in salary)

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Renaissance Program and End of Year Field Trip	Renaissance Program and End of Year Field Trip	$8,000	$5,739

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Classified Employee working with students as a classroom aid in the morning.	Classified Employee worked with students as a classroom aid in the morning.	$5,300	$5,300

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.

All stated actions were implemented to achieve the articulated goal.

Action 1: 100% of teachers were appropriately assigned and fully credentialed.

Action 2: Teaching staff met at least weekly both formally and ad-hoc to discuss planning, student achievement, teaching strategies, classroom management, and other areas of strengths and weaknesses as they arose. Our entire team attended the International Literacy Association Conference and our principal attended the Charter School Development Leadership Update Conference.

Action 3: All technology has been purchased and the infrastructure is in place to support all students being able to be on a device with internet at one time. Our contract for tech support, through Madera County Superintendent of Schools allows us to ensure that all updates are done in a timely manner – for both testing purposes as well as student safety (filtration system).

Action 4: We implemented and ran an intervention program the last 45 minutes of each day Monday – Thursday that focused on a variety of topics based on highest need as observed by each classroom teacher.

Action 5: Our EL Coordinator attended all trainings, monitored progress of EL students, and administered the ELPAC test.

Action 6: We purchased the Renaissance Program to monitor and track student achievement as measured by reading and math levels and administered the tests throughout the year to monitor growth. We will be taking students who have met the goal on an end of year reward trip.

Action 7: One of our classified employees works with students as a classroom aid each morning, assisting students with questions and comprehension in science.

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

Through the above mentioned actions we believe that we were able to achieve our expected annual measurable outcomes as we continue to strive to fully reach this goal. There is still room for growth, but we have met our year one and two outcomes. There are still some areas that we do not know the results of yet, but we have achieved all outcomes that we have information for at this time. We believe that by continuing to reach for and achieve these specific measurable outcomes, that we will reach our goal of preparing students for the 21st century world.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We are still calculating final expenditures, but at this time, there do not appear to be any material differences between Budget Expenditures and Estimated Actual Expenditures. One area that changed this year is the EL Stipend. In 2017-18, it was a stipend and that was the plan at the beginning of this year. Instead, the job duty was added to the teacher's contract and she was given a raise. Our estimated actuals, for this goal, are approximately $5,000 higher than budgeted, which is mainly due to a higher than anticipated cost in employee benefits. Projections were based off of approximately 30% of an employee's salary, when in reality it was closer to 37% due to rising costs.

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

We have not made any changes to this goal and will continue to work hard to achieve it. The only change that has been made for 2019-20, is that the EL Coordinator has a $0 cost because it is embedded into the teacher's salary.

Goal 2

For all parents to embrace their VOICE (Volunteer, Outings, Inform, Challenge Days, Engage) at STA

State and/or Local Priorities addressed by this goal:

State Priorities: 3

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
65% Parent Participation in at least one of our evening events	89% Parent Participation in at least one of our evening events
20% Parent Participation in at least one challenge day and/or field trip	36% Parent Participation in at least one challenge day and/or field trip
30% Parent Participation in at least one STAff chat	44% Parent Participation in at least one STAff Chat
45% Parent Participation in one or more parent-teacher conferences during the year	87% Parent Participation in one or more parent-teacher conferences during the year

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Parent communication (Promote a culture providing ways for parents to be involved)	Parent Communication (Promoted a culture providing ways for parents to be involved)	$0 (embedded in salaries)	$0 (embedded in salaries)

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Parent Communication (email, newsletters, Facebook, etc.)	Parent Communication (email, newsletters, Facebook, Remind, etc.)	$0 (embedded in salaries)	$0 (embedded in salaries)

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.

All actions were implemented to achieve this articulated goal.

Action 1: Parents were informed, on a regular basis, of ways that they could be involved at the school. Almost half attended a monthly STAff chat, to provide input on the running of the school and LCAP. 89% participated in an evening event with their families. 36% helped with a field trip and/or challenge day. Multiple avenues for active parent involvement were regularly presented and parents participated.

Action 2: Parents were communicated with frequently. At the end of every week the principal sent an email highlighting events of the week, which included pictures, to help with discussions in the home. The principal also posted multiple pictures and videos on Facebook (weekly). At the beginning of each week the principal emailed all parents important information for the week, including meetings, practices, field trips, and ways to be involved. A quarterly newsletter was given out at each family night. All teachers notified parents on a weekly basis of all homework for the week. Lastly, parents received a packet every Monday with a grade check and all

work from the previous week (including teacher feedback). In our 2018-19 parent survey, the most common thing that was mentioned that we do well is communication. Parents feel informed and they like it.

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

Our goal was for all parents to embrace their VOICE at STA and I believe we have achieved this goal. For the second year in a row, we exceeded our expected measurable outcomes, in each area. Our parents have repeatedly voiced how much they love our school and their sadness that it is only a 3 year program. I feel confident they have embraced their VOICE at STA through the culture we have created from frequent communication.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There are no material differences between Budgeted Expenditures and Estimated Actual Expenditures because there are no expenditures. The amount budgeted is $0 – it is embedded within the teacher salaries.

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.

The only change we are making is the addition of usage of the app "Remind". Some parents have voiced an interest in using a communication app, as a way of sending text alerts. We decided on Remind because most of our graduating 8th graders will be going to schools within our authorizer's district and the high schools there use Remind. Other than that, we are making no changes. It is our goal to continue to foster an environment where parents feel that they are an integral part of our program and that they have a VOICE at STA.

Goal 3

To provide a safe, positive, organized setting with clearly defined behavior expectations where effective character education enhances the academic program, while developing habits of professionalism.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 5, 6, and 7

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Facility Evaluations: 100% of monthly evaluations will receive a "good rating"	100% of monthly evaluations received a good rating
Attendance Rate: 93%	99%
Chronic Absenteeism: Less than 3%	0%
Middle School Dropout Rate: Less than 1.5%	0%
Pupil Suspension Rate: Less than 6%	4%
Pupil Expulsion Rate: Less than 1.5%	0%
School Climate Survey to all Stakeholders: 80% Satisfaction	94% Overall satisfaction on school climate survey
Diverse Enrichment Field Trips and Opportunities: 3 colleges, 3 community businesses, and 1 enrichment standards aligned field trip	4 colleges, 7 community businesses, and 1 enrichment standards aligned field trip

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Facility Lease	Facility Lease	$72,000	$72,000

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Student Study Team	Student Study Team	$0	$0

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
School Climate Survey	School Climate Survey	$0	$0

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Field Trip Program: Costs to cover transportation, food, and admission for all students	Field Trip Program: Cost covered transportation, food, and admission for all students	$25,000	$17,655

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.

All actions were implemented to achieve the articulated goal.

Action 1: We have secured a long-term facility lease in a building that is perfectly suited and designed to meet our needs. Through the Walton Family Foundation Grant, we were able to fund landscaping and a recreational area for the students, which has fostered character education. We have taught our students what it means to take care of their belongings and they are doing a great job.

Action 2: Our Student Study Team has met with students for academic, behavior, and attendance issues to work on strategies for improvement in the area of concern.

Action 3: We conducted a school climate survey with our parents as well students. 94% of those surveyed reported being satisfied with our overall program. 94% of our parents reported that their child feels safe at school.

Action 4: We implemented and fully ran our field trip program. All students went to 4 colleges, 7 local businesses, and participated in 2 enrichment field trips for a total of 13 field trips.

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

We exceeded every expected annual measurable outcome set for the 2018-19 school year. All field trips were designed to enhance character education and/or develop habits of professionalism. We believe providing these opportunities brings meaning to the classroom and context. Having adults share the importance of education and constantly showing students the "end game" helps with motivation. We have an excellent attendance rate, minimal suspension, and very few behavior issues. We have worked hard to create a culture of excellence where students feel safe and strive to do their best.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We are still calculating final expenditures, but at this time, there do not appear to be any material differences between Budget Expenditures and Estimated Actual 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.

No changes were made to this goal, expected outcomes, metrics, or actions and services.

Stakeholder Engagement

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?

Every month, our school has something that we call STAff chat (STA is our school abbreviation – so it is a play on our initials and the word staff). The entire staff has attended at least one of these chats as well as almost half of our parents. The principal/8th grade teacher and 6th grade teacher have been at all and ran them. At these monthly meetings, we always go over things that we have done as well as any upcoming events. We end each one with a time of discussion - asking parents for input regarding things that we are doing well and areas for improvement. We also specifically address budgetary issues and discuss possible ideas regarding changes for the future. Our parents have been educated on the LCAP and its purpose and given opportunities to provide feedback.

Our teachers are not part of a bargaining unit, but all staff (classified and certified) were consulted regarding the LCAP, through STAff chats as well as staff meetings.

In addition to monthly STAff chats, we also have monthly board meetings, where community stakeholders were given time to provide input regarding STA. They were also given updates on items discussed in the 2018-19 LCAP budget and given opportunity for feedback regarding decisions being made.

We also have a student council who meets weekly with the principal. They plan upcoming events and also provide meaningful feedback, sharing what they like and possible areas for improvement.

The site principal also consulted, regularly, with the Sherman Thomas Charter School's fiscal analyst to ensure that expenditures were within the budget and to confirm budgetary numbers for the 2019-20 school year.

Impact on LCAP and Annual Update

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

As we anticipated, we have learned, through monthly STAff chats as well as a parent and student surveys, that our field trip program is very important to our parents. They are extremely appreciative of the opportunities afforded to ALL students at the Academy and the fact that everyone gets to attend for free without any fundraising. This has proven to be very popular amongst parents and students. We all see the value that this hands on experience gives to students in their education and will continue to have our field trip budget be one of the largest areas of allotted funds.

Through these consultations, we found that there were very few areas that stakeholders wished to be changed. The one area that some parents and students did wish we had was sports. We do not run an athletic program. When we explained to parents why we do not participate in the MULES league, they understood. There is also a great opportunity for our 7th and 8th grade students to compete for the MUSD middle school whose boundary they reside in, which many of our students have taken advantage of. We have had students compete at Thomas Jefferson, Martin Luther King, and Desmond Middle School in football, volleyball, golf, cross country, wrestling, basketball, track and field, soccer, and swimming.

We are running a program that fosters collaboration and habits of professionalism. Our parents feel that they are integral in their child's education and have found their VOICE. Our students feel safe, accepted, and want to be at school. It appears that all three goals we set are areas that our stakeholders still value and we will continue to work towards making them become an even stronger reality.

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

Unchanged Goal

Goal 1

To prepare students, through rigorous and relevant content, to be productive and successful citizens by developing a strong work ethic and the higher-level critical thinking skills needed to solve problems in the 21st century world.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

Fully credentialed teachers with EL certification, 100% of students with access to state board adopted content and performance standards aligned lessons including EL students and individuals with exceptional needs, and growth of students in ELA and Mathematics.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Teacher Certification	Establishing in 2017-18	100% appropriately assigned and fully credentialed	100% appropriately assigned and fully credentialed	100% appropriately assigned and fully credentialed

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Instructional Materials Quarterly Self-Audit	Establishing in 2017-18	ALL students will have access to standards-aligned instructional materials.	ALL students will have access to standards-aligned instructional materials.	ALL students will have access to standards-aligned instructional materials.
CAASPP Results	Establishing in 2017-18	97% Participation Rate. Establish baseline data.	98% Participation Rate. To be in the "increased level" for mean distance from Level 3 in ELA and Math.	98% Participation Rate. To be in the "maintained level" for mean distance from Level 3 in ELA and Math.
ELPAC Results	Establishing in 2017-18	67% of EL pupils will grow one level or be re-designated	70% of EL pupils will grow one level or be re-designated	75% of EL pupils will grow one level or be re-designated
Renaissance and IXL Results	Establishing in 2017-18	70% of students will be at grade level in ELA and Math and/or grow a minimum of 1 year	75% of students will be at grade level in ELA and Math and/or grow a minimum of 1 year	80% of students will be at grade level in ELA and Math and/or grow a minimum of 1 year

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** Ensure 100% of teaching staff will be fully credentialed and highly qualified to teach all subjects and have EL Certification.

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

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

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

All	All Schools

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Teacher Contracts (including principal/teacher combo role) – salary + benefits. Only 90.2% of 6th grade teacher as the remaining 9.8% is in a different action for intervention.	Teacher Contracts (including principal/teacher combo role) – salary + benefits. Only 90.2% of 6th grade teacher as the remaining 9.8% is in a different action for intervention.	Teacher Contracts (including principal/teacher combo role) – salary + benefits. Only 90.2% of 6th grade teacher as the remaining 9.8% is in a different action for intervention.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$199,932	$228,701	$254,982
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	1,000 and 3,000 Certificated Salaries and Benefits	1,000 and 3,000 Certificated Salaries and Benefits	1,000 and 3,000 Certificated Salaries and Benefits

Action **2** Provide training to staff to ensure that ALL students have access to standards-aligned instructional materials that are addressing all state board adopted academic content and performance standards for grades 6-8. This will be through weekly PLC meetings as well as outside Professional Development, based on teacher input and administrative approval.

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

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

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

All Students	All Schools

OR

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

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

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

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

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Weekly PLC meetings; outside professional development	Weekly PLC meetings; outside professional development	Weekly PLC meetings; outside professional development

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$7,000	$10,000	$10,000
Source	LCFF Base	Supplemental and Concentration	LCFF Base
Budget Reference	5,000 Services and Other Operating Expenses	5,000 Services and Other Operating Expenses	5,000 Services and Other Operating Expenses

Action   3 Students will participate in ALL statewide assessments and show growth in all areas. Ensure that all infrastructure, in terms of technology, is in place for assessments.

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

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

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

All	All Schools

OR

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

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

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

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

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Technology infrastructure and support to ensure internet capability on all devices.	Technology infrastructure and support to ensure internet capability on all devices.	Technology infrastructure and support to ensure internet capability on all devices.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$15,000	$15,000	$15,000
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	4,000 and 5,000 Books and Supplies Services and Other Operating Expenses	4,000 and 5,000 Books and Supplies Services and Other Operating Expenses	4,000 and 5,000 Books and Supplies Services and Other Operating Expenses

Action   4 Create an intervention program that targets specific skills and specific students in two to three week rotations

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Intervention Program (9.8% of 6th grade teacher's salary and benefits)	Intervention Program (9.8% of 6th grade teacher's salary and benefits)	Intervention Program (9.8% of 6th grade teacher's salary and benefits)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$6,468	$7,899	$8,918
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1,000 and 3,000 Certificated Salaries and Benefits	1,000 and 3,000 Certificated Salaries and Benefits	1,000 and 3,000 Certificated Salaries and Benefits

Action   5 Ensure that all EL students are making progress towards their goals and that all assessments and parent communication happens in a timely manner.

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

English Learners

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

Limited to Unduplicated Students

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

All Schools

Actions/Services

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

New

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

Unchanged

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

Modified

2017-18 Actions/Services

EL Coordinator

2018-19 Actions/Services

EL Coordinator

2019-20 Actions/Services

EL Coordinator

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$2,000	$2,000	$0 (embedded in teacher salary)
Source	Supplemental and Concentration	Supplemental and Concentration	NA

Year	2017-18	2018-19	2019-20
Budget Reference	1,000 Certificated Salaries	1,000 Certificated Salaries	NA

Action 6

Purchase Renaissance learning for English and IXL for all subjects, to monitor growth of students in English and Mathematics. For all students who achieve their four-pronged individualized goal (AR points earned, reading level – grade level and/or growth (using 2 measures – Renaissance and IXL), and math level – grade level and/or growth) take an end of year reward trip.

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Renaissance Program and end of year reward trip	Renaissance Program and end of year reward trip	Renaissance and IXL Program and end of year reward trip

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$7,000	$8,000	$8,000
Source	LCFF Base	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5,000 Services and Other Operating Expenses	5,000 Services and Other Operating Expenses	5,000 Services and Other Operating Expenses

Action   7 A full-time classified employee will work directly with students during the morning, assisting those struggling with grade level material (with a special focus on English Learners and students with exceptional needs). These duties will be approximately 20% of their duty day.

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Classified Employee working with students as a classroom aid in the morning	Classified Employee working with students as a classroom aid in the morning	Classified Employee working with students as a classroom aid in the morning

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$4,800	$5,300	$6,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2,000 Classified Salary	2,000 Classified Salary	2,000 Classified Salary

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

Unchanged Goal

Goal 2

For all parents to embrace their VOICE (Volunteer, Outings, Inform, Challenge Days, Engage) at STA

State and/or Local Priorities addressed by this goal:

State Priorities: 3

Local Priorities:

Identified Need:

Parent participation in our challenge days (hands on projects with the kids), field trips, monthly STAff chats, quarterly family nights, and parent-teacher conferences.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Sign-in Sheets	Establishing in 2017-18	60% parent participation in at least one of our evening events	65% parent participation in at least one of our evening events	70% parent participation in at least one of our evening events
Sign-in Sheets	Establishing in 2017-18	15% parent participation in at least one challenge day and/or field trip	20% parent participation in at least one challenge day and/or field trip	25% parent participation in at least one challenge day and/or field trip
Sign-in Sheets	Establishing in 2017-18	25% parent participation in at least one STAff chat	30% parent participation in at least one STAff chat	35% parent participation in at least one STAff chat
Sign-in Sheets and Call Logs	Establishing in 2017-18	40% parent participation in one or more parent-teacher conferences during the year	45% parent participation in one or more parent teacher conferences during the year	50% parent participation in one or more parent-teacher conferences during the year

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** Promote a culture of volunteerism among parents by providing a variety of ways that they can be involved (ie. Field trips, Friday challenge days, quarterly family nights, monthly STAff chats, and general classroom volunteer work). Parents are the primary educators of the children – we want to come alongside them and partner with them to ensure the success of all students.

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

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

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

Students to be Served	Location(s)
All	All Schools

OR

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

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

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

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

Students to be Served	Scope of Services	Location(s)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Parent Communication	Parent Communication	Parent Communication

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$0 (embedded in salaries)	$0 (embedded in salaries)	$0 (embedded in salaries)
Source	NA	NA	NA
Budget Reference	NA	NA	NA

Action   2 Regularly communicate all opportunities for parent engagement through our website, Facebook page, email, Remind App, and newsletter.

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

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

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Parent Communication	Parent Communication	Parent Communication

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$0 (embedded in salaries)	$0 (embedded in salaries)	$0 (embedded in salaries)
Source	NA	NA	NA
Budget Reference	NA	NA	NA

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

Unchanged Goal

Goal 3

To provide a safe, positive, organized setting with clearly defined behavior expectations where effective character education enhances the academic program, while developing habits of professionalism.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 5, 6, and 7

Local Priorities:

Identified Need:

Facility with a space that functions for learning objectives, clearly defined behavior expectations laid out in parent/student handbook and discussed with parents and students, student study team for academic, attendance, and behavior issues, and engaging class activities and field trips that promote attendance, behavior, and a more competent 21st century work force.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Facility Lease with monthly "good" evaluations	Establishing in 2017-18	100% of monthly evaluations will receive a "good" rating	100% of monthly evaluations will receive a "good" rating	100% of monthly evaluations will receive a "good" rating
Attendance Rate	Establishing in 2017-18	91%	93%	95%
Chronic Absenteeism	Establishing in 2017-18	Less than 4.5%	Less than 3%	Less than 3%
Middle School Dropout Rate	Establishing in 2017-18	Less than 1.5%	Less than 1.5%	Less than 1.5%
Pupil Suspension Rate	Establishing in 2017-18	Less than 9%	Less than 6%	Less than 3%
Pupil Expulsion Rate	Establishing in 2017-18	Less than 1.5%	Less than 1.5%	Less than 1.5%
School Climate Survey to all Stakeholders	Establishing in 2017-18	75% Satisfaction	80% Satisfaction	85% Satisfaction

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Diverse Enrichment field trips and opportunities	Establishing in 2017-18	3 colleges, 3 community businesses, and 1 enrichment standards-aligned field trip	3 colleges, 3 community businesses, and 1 enrichment standards-aligned field trip	3 colleges, 3 community businesses, and 1 enrichment standards aligned field trip

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**   Secure a lease for a facility with a large space to accommodate 75 students at one time, with regular maintenance.

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

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

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Facility Lease	Facility Lease	Facility Lease

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$72,000	$72,000	$72,000
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	5,000 Services and Other Operating Expenses	5,000 Services and Other Operating Expenses	5,000 Services and Other Operating Expenses

Action   **2** All teachers and principal participate in the student study team that meets to discuss students that are deemed "at risk", which could include issues with academics, attendance, and/or behavior, to address issues before they become a significant problem.

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

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

OR

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

Students to be Served:

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

| [Add Students to be Served selection here] |

Scope of Services:

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

| [Add Scope of Services selection here] |

Location(s):

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

| [Add Location(s) selection here] |

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Student Study Team	Student Study Team	Student Study Team

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$0 (embedded in teacher salaries)	$0 (embedded in teacher salaries)	$0 (embedded in teacher salaries)
Source	NA	NA	NA
Budget Reference	NA	NA	NA

Action   3   Give a school climate survey to determine school culture/climate satisfaction to students, parent, and other meaningful stakeholders.

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
School climate survey	School climate survey	School climate survey

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$0 (embedded in salaries and technology costs)	$0 (embedded in salaries and technology costs)	$0 (embedded in salaries and technology costs)
Source	NA	NA	NA

Year	2017-18	2018-19	2019-20
Budget Reference	NA	NA	NA

Action 4 ALL students will have access to our field trip and enrichment program that will include a minimum of 3 college campus visits, 3 community businesses, and 1 standards aligned enrichment field trip for no charge, ensuring equal access to all.

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

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

[Add students to be served selection here]

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

[Add Location(s) selection here]

OR

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

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

English Learners, Foster Youth, and/or Low Income

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

English Learners, Foster Youth, and/or Low Income

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

English Learners, Foster Youth, and/or Low Income

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Field Trip program; costs to cover transportation, food, and admission for all students	Field Trip program; costs to cover transportation, food, and admission for all students	Field Trip program; costs to cover transportation, food, and admission for all students

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$21,000	$25,000	$37,000
Source	LCFF Base	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5,000 Services and Other Operating Expenses	5,000 Services and Other Operating Expenses	5,000 Services and Other Operating Expenses

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds

$13,035

Percentage to Increase or Improve Services

%

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

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

Intervention Teacher - $6,468

This person will be working with students on specifically targeted skills in two to three week rotations. Skills will primarily be based on foundational ELA and Mathematics standards to fill "holes" in a child's education, working towards closing the achievement gap.

EL Coordinator - $2,000

This person will ensure that we are compliant and that all teachers are properly implementing ELD standards and strategies as well as tracking and assessing our EL students.

Classroom Aid - $4,800

20% of this person's daily responsibilities will include working as an aid in the classroom in the morning, helping struggling students, with an emphasis on working with English Learners ($4,800 represents 20% of their annual salary).

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$ 55,855	%

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).

Intervention Teacher - $7,292

This person will be working with students on specifically targeted skills in two to three week rotations. Skills will primarily be based on foundational ELA and Mathematics standards to fill "holes" in a child's education, working towards closing the achievement gap.

EL Coordinator - $2,000

This person will ensure that we are compliant and that all teachers are properly implementing ELD standards and strategies as well as tracking and assessing our EL students.

Classroom Aid - $5,300

20% of this person's daily responsibilities will include working as an aid in the classroom in the morning, helping struggling students, with an emphasis on working with English Learners ($5,3000 represents 20% of their annual salary).

Professional Development - $10,000

The focus of our staff development will be on English Language Arts, specifically addressing improving the reading level of English Learners and other effective strategies for reaching EL students.

Renaissance Reading and Math Program and Reward Trip - $8,000

The purpose of this is to monitor achievement and growth of all students, LEA-wide. While it is a tool for tracking all students, we will specifically focus on and target EL students with strategies based off of data. The goal of the end of year reward trip is to serve as an extrinsic motivation, in addition to the intrinsic we will be using all year.

Field Trip Program - $25,000

We believe that getting students in the field of actual businesses, on college campuses, and providing them with enrichment experiences help build character education, habits of professionalism, and more all-around students. We realize that many of these experiences often elude children in our community because of finances. All of these experiences are provided to our entire student body population at no cost to the families. This is an integral part of the educational program of the Academy.

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

$ 54,102

Percentage to Increase or Improve Services

%

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

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

Intervention Teacher - $8,918

This person will be working with students on specifically targeted skills in two to three week rotations. Skills will primarily be based on foundational ELA and Mathematics standards to fill "holes" in a child's education, working towards closing the achievement gap ($8,918

represents approximately 9.2% of this teacher's overall salary and benefits as this is the portion of her daily duties dedicated solely to intervention).

Classroom Aid - $6,000

20% of this person's daily responsibilities will include working as an aid in the classroom in the morning, helping struggling students, with an emphasis on working with English Learners ($6,000 represents 20% of their annual salary).

Renaissance Reading and IXL Program and Reward Trip - $8,000

The purpose of this is to monitor achievement and growth of all students, LEA-wide. While it is a tool for tracking all students, we will specifically focus on and target EL students with strategies based off of data. The goal of the end of year reward trip is to serve as an extrinsic motivation, in addition to the intrinsic we will be using all year.

Field Trip Program - $37,000

We believe that getting students in the field of actual businesses, on college campuses, and providing them with enrichment experiences help build character education, habits of professionalism, and more all-around students. We realize that many of these experiences often elude children in our community because of finances. The reason for the increase in funding this year, over the previous two years, is that we will taking all students to a 4 day 3 night Science Camp. All of these experiences are provided to our entire student body population at no cost to the families. This is an integral part of the educational program of the Academy.

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

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

Plan Summary

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

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

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

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

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

Comprehensive Support and Improvement

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

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.

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

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

Stakeholder Engagement

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

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."

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

- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

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

Location(s)

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

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

Actions/Services

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

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

New/Modified/Unchanged:

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

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

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

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

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

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

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

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

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

State Priorities

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

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

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

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

Priority 5: Pupil Engagement as measured by all of the following, as applicable:
  A. School attendance rates;
  B. Chronic absenteeism rates;
  C. Middle school dropout rates;
  D. High school dropout rates; and
  E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:
  A. Pupil suspension rates;

B. Pupil expulsion rates; and

C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

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

A. A broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;

B. Programs and services developed and provided to unduplicated pupils; and

C. Programs and services developed and provided to individuals with exceptional needs.

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

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

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

A. Working with the county child welfare agency to minimize changes in school placement

B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;

C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and

D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

A. Local priority goals; and

B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

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

        (A) enrolled less than 31 days

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

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

            (i) are enrolled in a Non-Public School

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

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

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

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

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

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

        (2) The total number of cohort members.

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

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

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

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

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

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

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

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

            (i) a regular high school diploma

            (ii) a High School Equivalency Certificate

            (iii) an adult education diploma

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

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

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

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

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

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

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

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

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

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

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

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

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

Guiding Questions: Goals, Actions, and Services

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