Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

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

LEA Name	Contact Name and Title	Email and Phone
Shasta County Independent Study Charter	Mary Lord Principal/Executive Director	mlord@shastacoe.org (530)225-0377

2017-20 Plan Summary

The Story

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

Shasta County Independent Study Charter operates in Shasta County, primarily serving students in the greater suburban area of the city of Redding. A small percentage of students live in the outlying rural communities such as Shingletown, Shasta Lake City, Anderson, Lewiston, and Burney. Shasta County has a population of 179,228. 17.5%.of the population of the county live below the poverty line, compared with the national average of 14%. The educational level of parents of students in our program is primarily a high school diploma, while a small percentage have some level of post-secondary work. The ethnicity is primarily caucasian, with a small percentage of Hispanic and Native American students. The program currently has one English Language Learner enrolled, The English Language Learner population of SCISC is consistent with the majority of other programs/districts in the Shasta County Area.

SCISC has provided independent study services for nearly 10 years. In 2015-2016, the program was granted a conversion charter to expand the program to additional students and to meet the needs of probation and at-risk students who are unsuccessful in their comprehensive programs.

Shasta County Independent Study Charter serves students, in grades 6-12. While, material revisions were submitted to Board of Education to serve k-12, we have only had students from grades 6-12 register this year. The program targets students who prefer an education that is different than a comprehensive high school. Students are frequently teen parents, credit deficient or looking for an accelerated model. The program serves an approximate 7% Native American population and a 11% Hispanic population while the remaining students are predominately Caucasian. Students meet individually with their assigned teacher and then work independently throughout the week to complete assignments. Many spend time in our building to study and take advantage of tutoring services provided by staff. The program has expanded offerings to include access to college and career activities, group and individual counseling and electives to meet practical and fine arts

requirements. All students are able to check out Chromebooks for accessing online intervention material and blended learning instruction via the Google Platform.

The increasing size of the program has led to increased need for administrative and educational support systems. The assistant principal provided intervention, primary instruction, and data analysis to drive instruction this year. The administrative team worked together to improve attendance and thereby improve outcomes. Academic trips to the Legion of Honor in San Francisco and Othello at the Oregon Shakespeare Festival were accompanied by lessons to facilitate a deeper understanding and appreciation of the Arts.

LCAP Highlights

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

Shasta County Independent Study Charter School's mission is to develop educated, socially responsible citizens through an environment with flexible options for personalized, diverse learning to prepare students for college and career readiness.

Through analysis of our state and local data and input from staff and stakeholders we identified our focus areas:

Meeting and supporting parents and students in navigating through high school and toward college and career. Many of our parents accompany their students to class each week and this is a prime time for parent engagement. Staff used this opportunity to share progress with parents, and to also share strategies for assisting their students to improve their reading, writing, and math skills. Increasing rigor and relevance of curriculum was available through our online curriculum, Odyssey Ware. A-G designations were clarified this year so students received proper credit for their work. We continued to use Achieve 3000, as its capability for lexile leveling works well for intervention purposes.

Supporting students emotionally and academically to assure they are able to attend to their required work agreements. The social worker met students at school and in their homes to provide the necessary emotional support for these students to succeed academically. The social worker also maintained a presence in a less formal way by way of availability on the premises of both sites.

These needs are met through the support of an assistant principal, a social worker, and staff training in trauma-informed practices. The administrative team implemented systems for increasing attendance this year, which included the study of data and closer examination of the reasons students weren't attending school and completing work. Site Study Teams were held at the first signs of an attendance problem, which helped to increase attendance dramatically this year. We began work with staff surrounding common scores for common work to eliminate discrepancies in credits earned. This is no small task and will continue to evolve.

A Career/Transition Specialist began work in March to address the Career Technical Education possibilities for our students. A focus on career exploration beyond the traditional was put in place with a variety of interest surveys and the Get Focused, Stay Focused curriculum. Students visited Shasta College, California State University, Chico, and Butte College this year. At Butte College, they learned about the welding program and the Fish & Game Warden program, in addition to the AA/transfer model.

Review of Performance

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

Greatest Progress

We have applied for the Dashboard Alternative School Status accountability system, and have been accepted. Metrics are expected in the fall.

At this time there are no state and local indicators included in the LCFF Evaluation Rubrics for this school.

The greatest progress for the Shasta County Independent Study Charter has been in the area of increasing attendance and promoting a positive school culture through building relationships and trust--between the administrative team and faculty/staff, as well as, the faculty/staff and students. Friendsgiving, Achievement Nights, Student Council, Public Library visits, and several academic field trips attended by faculty/staff and students led to closer, more trusting relationships. A focus on each teacher/student appointment and what can be accomplished during that time helped both teachers and students come together to achieve the common goal of student success. Through the use of the website Attendance Works http://www.attendanceworks.org/ during collaboration, we were able to illuminate the need for fostering teacher/student/family relationships. We approach this wicked attendance problem with a team approach including administration, faculty, support staff, the social worker, students, and families

We continue to make progress towards implementation of higher quality lessons, engagement of students in certification courses, increased student usage of Chrome Books, and teachers' increased knowledge of implementing the Google classroom platform. In 2018 we implemented Google Hangouts each Friday morning before school to discuss strategies for improving attendance. This practice has fostered a collaborative culture and improved attendance dramatically.

The program will continue to build upon the success of strategies currently implemented.

Achieve 3000, Odyssey Ware and NWEA MAP enables teachers to identify gaps in skill level so that strategic intervention can be delivered and personalized for individual students and small group instruction.

Students have had opportunities to visit college campuses, participate in academic field trips and Career days.

Students are engaging in college courses via concurrent enrollment.

A framework is in place for students to complete a CTE medical field pathway.

In the coming year, the California Learning Communities for School Success grant, will continue to allow us to take advantage of training in Restorative Practice (Hope City) and the services of the Youth Violence Prevention Council for Peer Court services and small group trainings.

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

Greatest Needs

At this time, there are no state and local performance indicators for this program.

However, the nature of the needs of independent study program students has changed. Academic performance in areas of math and language need to improve. Teachers will implement Intervention and/or enrichment strategies, and improve student completion of work assignments through consistent monitoring for all students.
Critical areas for improvement addressed by the WASC visiting committee included:
*Providing opportunities for students to participate in activities that allow them to work together in a group setting to solve problems. This is partially solved by a small common area at both sites, however, there is a need for a larger space.
*Continue the process of getting course approval, as it relates to the a-g requirements. A-G course approval has been obtained through approval of the Odyssey Ware online curriculum.

Provide opportunities for students to participate in fine arts. One of our staff members attended a Visual and Performing Arts Conference with the intent to provide standards aligned instruction. Students attended two VAPA events: Othello at the Oregon Shakespeare Festival and the Rodin Exhibit at the Legion of Honor Museum in San Francisco. Art projects were included in the existing curriculum by faculty.

Attendance/work completion improvement continues to be a need for our program. The greatest need is a larger space to accommodate increased enrollment and an increase in student time spent in the current spaces.

The California Learning Communities Student Success Program Grant continues to focus on the "why" portion of the attendance issue. The Assistant Principal will continue to provide accountability for students and staff in regards to attendance/work completion.
We will continue to examine transcripts, increase our FAFSA completion rate, and develop transition plans for our seniors, through the efforts of the administrative team, faculty, the career/transition Specialist and all staff.

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

Performance Gaps

At this time the program is not displayed in the CA School Dashboard. However, performance gaps exist in both ELA and Mathematics for all student groups. Student achievement in both areas needs to be improved. Efforts to increase student performance include teacher training, engagement of students in scheduled time for tutoring, continued employment of an assistant principal, and the

support of a RSP teacher one day per week to ensure students and teachers are utilizing online applications for interventions.

A math expert will provide both professional development and coaching to staff throughout the year. All teachers will receive expository reading and writing curriculum training in order to offer a focus on non-fiction reading and writing to foster comprehensive in all subject areas.

Many of our students come to us credit deficient, they are offered tutoring, more time to receive in-seat instruction, and on-line credit attainment opportunities.

All teachers have completed Expository Reading and Writing Curriculum training. The math teacher worked as an instructional coach, he conducted four coaching sessions with each teacher.

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

Increased or Improved services

We will increase services for low-income, Foster Youth, and Homeless Youth students through the services of the newly-hired social-worker. The social worker has met both individually and in small groups with students referred to her by staff. We have developed an attendance system to more accurately track students to avoid chronic absenteeism. The career specialist will increase her time to address the needs of students.

Budget Summary

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

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures For LCAP Year	$1,253,230
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	$222,141.00

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

The general fund expenditures include teacher salaries, chrome books, supplies, furniture, copiers, facilities lease, nurse and vehicle.

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	$1,111,342

Annual Update

LCAP Year Reviewed: **2017-18**

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

Goal 1: Ensure that ALL students graduate college and career ready.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Priority 1: Basic Services **17-18** Priority 1: Facilities will be maintained with FIT rating of "Good" or better.	Facilities were maintained with FIT rating of "Good" or better.
Metric/Indicator Priority 1: Basic Services **17-18** Priority 1: 100% of teachers will be highly qualified and appropriately assigned. **Baseline** 100% of teachers are highly qualified and appropriately credentialed.	82% of teachers were properly credentialed and appropriately assigned. 18% of the teachers were on an emergency credential.
Metric/Indicator Priority 1: Basic Services	100% of course curriculum was aligned with state standards

Expected	Actual
17-18 Priority 1: 100% Curriculum will be aligned with state standards **Baseline** 80% of curriculum is aligned.	
Metric/Indicator Priority 2: Implementation of State Standards **17-18** Priority 2: 100% of teachers will implement California Standards in the areas of math, ELA, ELD, and NGSS as measured by walkthroughs which will increase student achievement including enabling English Learners access to the CCSS and the ELD standards. **Baseline** 80% of teachers are fully implementing aligned standards based work.	100% of teachers implemented California Standards in the areas of math, ELA/ELD, and NGSS, as measured by both formal and informal observations. This practice promoted an increase in student achievement, including enabling English Learners access to the CCSS and the ELD standards.
Metric/Indicator Priority 4: Student Achievement **17-18** Priority 4: Increase by 5% over 16-17 students meeting proficiency in ELA and Math. **Baseline** 27% met or exceeded proficiency in ELA-2016; 26% met or exceeded proficiency in Math-2016.	No data was received though students were tested. CDE was contacted, however no results were located. Data was apparently lost in transmission.
Metric/Indicator Priority 4: Student Achievement: Advanced Placement **17-18** Priority 4: Increase student enrollment and completion of advanced placement courses, including A-G options, by 10% over 16-17 school year **Baseline** 0% of students are in advanced placement or in a-g classes. Classes are now certified.	This year one student completed Advanced Placement Courses, while eight students successfully completed courses through concurrent enrollment at Shasta College.
Metric/Indicator Priority 4: Student Achievement: English Learner Proficiency **17-18** Priority 4: 100% of ELL students will be assessed annually for English Proficiency	100% of ELL students (2) were assessed for English Proficiency. One student was tested using the CELDT assessment, while one was assessed using the ELPAC assessment.

	Expected	Actual

Expected	Actual
Baseline 0 EL's were enrolled.	
Metric/Indicator Priority 4: Student Achievement: English Learner Proficiency **17-18** Priority 4: 70% of EL students will demonstrate increased proficiency on CELDT **Baseline** 0 EL's were enrolled.	Priority 4: As we have yet to receive results for EL testing, it has yet to be determined whether our two students will have shown improvement.
Metric/Indicator Priority 4: Student Achievement: English Learner reclassified **17-18** Priority 4: 20% of ELL students will be reclassified. **Baseline** 0 EL's were enrolled.	Priority 4: As we have yet to receive results for EL assessments, it has yet to be determined whether our two students will be reclassified.
Metric/Indicator Priority 4: Student Achievement: EAP **17-18** Priority 4: 5% more students over 17-18 will score "ready" on the EAP. **Baseline** 0 % of students were scoring ready on the EAP.	Data was not received though students were tested. CDE was contacted, but could not determine how the results were lost. Results were lost in transmission.
Metric/Indicator Priority 7: Course Access **17-18** Priority 7: Increase students enrolled in career orientation courses/ROP and concurrent enrollment by 20% over 16-17. **Baseline** 13% of students were involved in career orientation courses/ROP and concurrent enrollment, 2015-16.	4% of students enrolled in ROP courses. 22% of students completed certificates in Food Handlers and First Aid/CPR. 4% of students completed concurrently enrolled courses.
Metric/Indicator Priority 7: Broad Course of Study	Priority 7:Robust course offerings through Odyssey Ware, Achieve 300, and modified Expository Reading and Writing Curriculum modules reflect student access to a broad course of study.

Expected	Actual
17-18 Priority 7: A robust course schedule will reflect student access to a broad course of study **Baseline** A robust course schedule is available.	

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
1a. Teachers and paraprofessionals will participate in 30 hours of collaborations and PD that focus on: 1. California Standards instruction (Math, ELA, NGSS, ELD) 2. Curriculum alignment (Math, ELA, NGSS, ELD) 3. Student outcome data 4. Course Access including expanding A-G courses, development of health science pathway curriculum, and ROP partnership 5. Review results of career interest surveys with students and coordinate completion of Individualized Career Learning Plans and career The core 30 hours is scheduled as part of regular work hours.	1a. Teachers and paraprofessionals participated in 30 hours of collaborations and PD that focus on: 1. California Standards instruction (Math, ELA, NGSS, ELD) 2. Curriculum alignment (Math, ELA, NGSS, ELD) 3. Student outcome data 4. Course Access including expanding A-G courses, development of health science pathway curriculum, and ROP partnership 5. Review results of career interest surveys with students and coordinate completion of Individualized Career Learning Plans and career The core 30 hours is scheduled as part of regular work hours.	2 days x 4 teachers-Salaries 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $4650 2 days x 4 teachers-Benefits 3000-3999: Employee Benefits Supplemental and Concentration $941	2 days x 4 teachers-Salaries 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $3440. Benefits 3000-3999: Employee Benefits Supplemental and Concentration $691

2 additional days for curriculum development are planned.	2 additional days for curriculum development are planned.

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1b. Provision of a content area expert in the area of English Language Arts from the County Office of Education to provide assistance and support in program development and implementation, including using time to align K-12 curriculum and instruction with CCSS(ELA, ELD). Content area expert will provide strategies for multi tiered supports to support our Special Education, Alternative Education, Foster Youth and English Language Learners.	1b. Provision of a content area expert in the area of English Language Arts from the County Office of Education who provided assistance and support in program development and implementation, including using time to align K-12 curriculum and instruction with CCSS(ELA, ELD). Content area expert provided strategies for multi tiered supports to support our Special Education, Alternative Education, Foster Youth and English Language Learners.	Salaries 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation $5225 Benefits 3000-3999: Employee Benefits Title I Part A: Allocation $1780	Salaries 1000-1999: Certificated Personnel Salaries Title I Part D $3135.53 Benefits 3000-3999: Employee Benefits Title I Part D $1068.32

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1c. Provision of a content area expert in the area of Math from the County Office of Education to provide assistance and support in program development and implementation, including using time to align K-12 curriculum and instruction with CCSS. Content area expert will provide strategies for multi tiered supports to support our Special Education, Alternative Education, Foster Youth and English Language Learners.	1c. Provision of a content area expert in the area of Math from the County Office of Education who provided assistance and support in program development and implementation, including using time to align K-12 curriculum and instruction with CCSS. Content area expert provided strategies for multi tiered supports to support our Special Education, Alternative Education, Foster Youth and English Language Learners. The math expert worked individually	Math Coach 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation $9021 Benefits 3000-3999: Employee Benefits Title I Part A: Allocation $2069	Math Coach 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation $13879 Benefits 3000-3999: Employee Benefits Title I Part A: Allocation $3989

| | with each teacher to meet their specific needs. The cost was increased to reflect the individual coaching model as it required more time. | | |

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1d. Provision of Career Coach to provide guidance and coaching on course access, college and career readiness indicators, and implementation of career and college readiness engagement opportunities for students and families.	d. Provision of Career Specialist who provided individualized college and career guidance and coaching on course access, college and career readiness indicators, and implementation of career and college engagement opportunities for students and families. The Career Specialist attended the Educating For Careers conference in March of 2018 .on a PSA model for one hour a day at 30.00 per hour.	Salaries 2000-2999: Classified Personnel Salaries Supplemental and Concentration $8832 Benefits 3000-3999: Employee Benefits Supplemental and Concentration $3925	Salaries 1000-1999: Certificated Personnel Salaries Other $582 Benefits 3000-3999: Employee Benefits Other $87

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1e. Provide extended time to students to increase overall academic achievement and career and college readiness through availability of Para-educator for tutoring and academic assistance.	1e. Provided extended time to students to increase overall academic achievement and career and college readiness through availability of Para-educator for tutoring and academic assistance. Students were welcomed to stay and study with teachers available to answer questions during the course of the school day.	Para Educator Salary 2000-2999: Classified Personnel Salaries Supplemental and Concentration $16873 Para Educator Benefit 3000-3999: Employee Benefits Supplemental and Concentration $5903	Para Educator Salary 2000-2999: Classified Personnel Salaries Supplemental and Concentration $16943.55 Para Educator Benefit 3000-3999: Employee Benefits Supplemental and Concentration $5892

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

1f. Facilities will be maintained with FIT rating of "Good" or better.	1f. Facilities maintained with FIT rating of "Good" or better.	No cost as facility maintenance is provided by SCOE general fund. General Fund $0	No cost as facility maintenance is provided by SCOE general fund. General Fund $0

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1g. Teachers will update ILCP's quarterly.	1g. Teachers updated ILCP's quarterly.	Included in teachers regular duty $0	Included in teachers regular duty $0

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1h. Assure students have access to counseling and social- emotional guidance via an agreement with the Youth Violence Prevention Council of Shasta County, a psychologist by appointment, and support of a shared Social worker.	1h. Assured students had access to counseling and social-emotional guidance via an agreement with the Youth Violence Prevention Council of Shasta County, a psychologist by appointment, and support of a shared social worker. The YVPC contract was not paid as the services were only addressing the needs of very few students. The services previously contracted through YVPC are currently available through the California Learning Community Success for Students Program. The social worker position was filled in late August. The position was filled until early November, but paid until December 31, 2017. The social worker position was filled again in February at 50% for the remainder of the school year.	Youth Violence prevention Council 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $6000	Youth Violence Prevention Council 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $0
		percentage of school psychologist 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $1952	percentage of school psychologist 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $1958.98
		School Psychologist 3000-3999: Employee Benefits Supplemental and Concentration $516	School Psychologist 3000-3999: Employee Benefits Supplemental and Concentration $515.77
		64% Social Worker Salary 2000-2999: Classified Personnel Salaries Title I Part A: Allocation $26,527	64% Social Worker Salary 2000-2999: Classified Personnel Salaries Title I Part A: Allocation $23,828.57

| | | 64% Social Worker Benefits
3000-3999: Employee Benefits
Title I Part A: Allocation $11,146 | 64% Social Worker Benefits
3000-3999: Employee Benefits
Title I Part A: Allocation $9324.32 |

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1i. School administration will monitor teachers credentials and assignments for compliance as part of regular duties	1i. School administration monitored teachers' credentials and assignments for compliance as part of regular duties	No additional cost. Part of administrator's duties General Fund $0	No additional cost. Part of administrator's duties General Fund $0

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1j. Employ .20 FTE of a teacher for alignment and provision of math intervention services.	1j. .20 FTE of a teacher was employed to design and deliver math and CORE intervention.	Teacher Intervention 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $8757	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $9701.62
		Teacher Intervention 3000-3999: Employee Benefits Supplemental and Concentration $4135	3000-3999: Employee Benefits Supplemental and Concentration $4388.88

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

The Career Specialist was a originally filled by a classified manager who left beginning year and after several attempts to fill the position it was eventually filled in the Spring by a certificated teacher position, this led to a significant reduction in salary paid out. Upon the hiring of the career specialist in March, she organized academic field trips and met with each student to assess their skills and interests. To support students emotionally, a social worker was hired to seek to identify reasons students were not attending school. The social worker worked with students and families to address specific needs and provide community/school resources. The math content coach provided individual coaching within the scope of his contract with SCISC. His work included strategies for struggling students.

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

Based on our data, we still have a lot of growth to make in at the area of college and career readiness. As of March 2018 we have hired a college and career specialist, but outcomes of her work with students is limited due to the late hire. However, we were able to make 27% increase in the number of students who were involved in career orientation courses/ROP and concurrent enrollment.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The Career Specialist was a originally filled by a classified manager who left beginning year and after several attempts to fill the position it was eventually filled in the Spring by a certificated teacher position, this led to a significant reduction in salary paid out.

Internal staff provided professional learning in English language arts. Therefore, there was no expenditure for this action/service.

The services previously contracted through YVPC are currently available through our participation in the California Learning Community Success for Students Program.

The math expert worked individually with each teacher to meet their specific needs. The cost was increased to reflect the individual coaching model as it required more time.

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.

Metrics were changed to make a more accurate assessment of our actions and services in the college and career readiness area. These changes will be found in goal 1. A Career Specialist was added to provide guidance and coaching on course access, college and career readiness indicators, and implementation of career and college readiness engagement opportunities for students and families. The Career Specialist attended the Educating For Careers conference in March of 2018 .on a PSA model for one hour a day at 30.00 per hour. This will be found in Goal 1 of the plan going forward.

Annual Update

LCAP Year Reviewed: 2017-18

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

Goal 2

Ensure all students are engaged in rigorous and relevant blended learning coursework, incorporating appropriate technology and tools.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
                        Priority 3: Parental Involvement (Engagement)
                        Priority 4: Pupil Achievement (Pupil Outcomes)
                        Priority 5: Pupil Engagement (Engagement)
                        Priority 7: Course Access (Conditions of Learning)
                        Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Priority 2: Implementation of State Standards **17-18** Priority 2: 100% of students will access online standards based individualized learning paths.	100% of students accessed online standards based on individualized learning paths.
Metric/Indicator Priority 3: Parent engagement **17-18** Priority 3: Utilizing the career/parent coach and parent meetings, the school will seek input from parents regarding making decisions for the school. This will include parent surveys for input as well as participation and feedback during school site council meetings and other parent and community events.	The Assistant Principal created a student council group and organized a Friendsgiving event for families. A financial aid meeting for seniors and their parents was held in January. Parents from SCISC were represented on the combined School Site council and had a voice in all decisions. Parent outreach also included parent surveys to elicit input regarding students' education and well-being.

Expected	Actual
Baseline 71% of parents contributed to parent meetings and provided input during the 16-17 school year.	
Metric/Indicator Priority 4: Student Achievement **17-18** Priority 4: Increase student enrollment and completion of advanced placement courses, including A-G options, by 10% over 16-17 school year **Baseline** Less than 5% of students were enrolled in AP or A-G options in 16-17.	One student completed an Advanced Placement course, while all students had access to A-G options through Odyssey Ware. 163/183 students were enrolled in Odyssey Ware.
Metric/Indicator Priority 5: Graduation rate **17-18** Priority 5: Graduation rates will increase by 10% over 16-17 due to expanded learning platforms and course availability. **Baseline** 36% was the 16-17 Graduation Rate.	20 students graduated in 2016-17. Graduation rates will increase by 10% over 16-17 due to expanded learning platforms and course availability. Results are not yet available for 2017-18.
Metric/Indicator Priority 7: Broad course of study **17-18** Priority 7: 100% of students will be engaged in a broad course of study due to enhanced online offerings. **Baseline** 100% of students have access to a broad course of study due to enhanced online offerings.	100% of students will be engaged in a broad course of study due to enhanced online offerings.
Metric/Indicator Priority 8: Other student outcomes **17-18** Priority 8: All students will take pre-enrollment assessment via the NWEA Map assessment for placement in an Individualized standards path and Achieve 3000 for Individualized Lexile level reading placements. **Baseline** 100% of students took MAP Assessments during 16-17 school year.	All students took the NWEA Map assessment for placement in an Individualized standards path,and Achieve 3000 for Individualized lexile level reading placements.

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
2a. Support will be provided for assisting teachers and students in developing and submitting coursework in blended learning technology friendly formats.	2a. Support was provided for assisting teachers and students in developing and submitting coursework in the Google Classroom format. The Assistant Principal worked directly with teachers struggling to implement Google Classroom. Students were asked to submit work in hard copy, as well as electronically. Google Hangouts was implemented with staff by administration. No additional monies were spent outside of the normal work day.	PSA for Google Support and Elective 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $10000 PSA for Google and Elective 3000-3999: Employee Benefits Supplemental and Concentration $2114	PSA for Google Support and Elective 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $0 PSA for Google and Elective 3000-3999: Employee Benefits Supplemental and Concentration $0

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2b. Students will have access to internet and technology via a checkout system.	2b. All students were able to check out a chrome book, but some still had difficulty with internet access from home. This is monitored by a para-educator in the course of their daily responsibilities.	See Para costs 1e 2000-2999: Classified Personnel Salaries Supplemental and Concentration $0	See Para costs 1e 2000-2999: Classified Personnel Salaries Supplemental and Concentration $0

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2c. Assure students have access to participation in ROP classes, experiential work programs, and field trips	2c. All students had access to participation in ROP classes and work experience based on their academic standing. The fees for	ROP Work Programs 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $7000	ROP Work Programs 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $2250

	ROP were lowered dramatically for this year. All students were invited to the following field trips: The Rodin Exhibit in San Francisco Othello in Ashland Shasta College Butte College	Field Trips 4000-4999: Books And Supplies Supplemental and Concentration $4000	Field Trips 4000-4999: Books And Supplies Supplemental and Concentration $2429.99

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2d. A schedule will be developed to provide students access to acceleration opportunities that are embedded in a broad course of study (lab experiences; online A-G Options. Extended learning time opportunities to include: certification courses; cardio-equipment; VAPA courses; Lab Experiences	2d. Students were provided access to the following opportunities: Food Handler's Certification First Aid Certification CPR Certification Art and Physical Education courses through Shasta College. A plan to incorporate Health Pathway labs was developed through the Healthy Pathway Planning Grant. Part of the assistant principal position was dedicated to the management of the CLCSSP grant, therefore the amount budgeted is lower than the actual expenditures. This number reflects 42% of the assistant principal's salary and benefits.	Assistant Principal's duties 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation $70993	Assistant Principal's duties 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation $33870.32
		Assistant Principal 3000-3999: Employee Benefits Title I $24007	Assistant Principal 3000-3999: Employee Benefits Title I Part A: Allocation $12618.29
		Odysseyware 5800: Professional/Consulting Services And Operating Expenditures Title I $11700	Odysseyware 5800: Professional/Consulting Services And Operating Expenditures Title I Part A: Allocation $11700
			CPR, First Aid and Food Handlers certificates 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $2880

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

| 2e. Teachers will assure students take assessments for the purpose of designing intervention and acceleration with the assistance of a para-educator; | 2e. Teachers and the para-educator focused on data derived from assessment results to design specific intervention for students. | See Para costs 1e 2000-2999: Classified Personnel Salaries Supplemental and Concentration $0 | See Para costs 1e 2000-2999: Classified Personnel Salaries Supplemental and Concentration $0 |

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2f. Teachers will attend conferences (ex. CUE and/or Aeries) for increasing knowledge of implementation of online learning tools and resources for students.	2f. Assistant Principal and teachers attended CCIS conference for increasing knowledge of implementation of online learning tools and resources for students.	Conferences 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $5000	Conferences 5000-5999: Services And Other Operating Expenditures Title II $4879.43

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.

Students were presented with many opportunities for learning experiences outside of the online course of study. Short lessons prefaced both Othello in Ashland and the Rodin exhibit in San Francisco. Students were also introduced to the college experience with trips to Chico State, Shasta College, and Butte College. Teachers were able to attend CTE, Aeries, and Independent Study to sharpen their individual and collective practice.

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

Increased engagement by both staff and students has fostered a positive school culture and increased attendance and enrollment.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Google training was delivered by the administrative staff, so no outside costs were incurred. ROP has eliminated its fees for LEAs so those costs are reduced. Planning Grant.
Part of the assistant principal position was dedicated to the management of the CLCSSP grant, therefore the amount budgeted is lower than the 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.

The Google training was delivered by the Assistant Principal. Administration implemented Google Hangouts for weekly "huddles" with great success. No PSA was created for an outside Google expert as services were rendered by the Assistant Principal.

Annual Update

LCAP Year Reviewed: 2017-18

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

Goal 3

Parents/guardians and students will be aware of graduation requirements and transition to a 2 or 4 year college, as well as their progress towards established academic and career goals.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
                        Priority 5: Pupil Engagement (Engagement)
                        Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Priority 3: Parent engagement **17-18** Priority 3 100% of parents/guardians and students will participate in a school-related activity (Parent Information Night, School Site Council, College Trip, Awards Night, Parent Conference) including unduplicated pupils and students with exceptional needs.	56% of parents/guardians and students participated in a school-related activity (Parent Information Night, School Site Council, College Trip, Awards Night, Friendsgiving, FAFSA night) including unduplicated pupils and students with exceptional needs.
Metric/Indicator Priority 5: School climate **17-18** Priority 5 Less than 10% of students enrolled in the program will be disenrolled due to non-completion of daily engagement records and assignments. **Baseline** 18% of students enrolled in the program were disenrolled due to non-completion of daily engagement records and assignments.	Less than 5% of students enrolled in the program will be disenrolled due to non-completion of daily engagement records and assignments. This practice will change in the coming year to more closely reflect SARB practice.

	Expected	Actual

Expected	Actual
Metric/Indicator Priority 5: Graduation Rate **17-18** Priority 5 Increase graduation rates by 10% over 16-17 baseline. **Baseline** 36% of students graduated in 16-17.	The graduation rate was 50%
Metric/Indicator Priority 6: Student engagement **17-18** Priority 6 100% of students will indicate a positive experience in the Charter based on surveys measuring satisfaction with communications, relationships, academic support, access to Aeries - ParentLink **Baseline** 88% of students (exiting seniors) indicated a positive experience in the Charter experience.	100% of exiting seniors who responded will indicate a positive experience in the Charter based on surveys measuring satisfaction with communications, relationships, and academic support.
Metric/Indicator Priority 5: School Climate **17-18** 100% of parents will indicate a positive experience in the Charter based on surveys measuring satisfaction with communications, relationships, academic support, access to Aeries - ParentLink **Baseline** 92% of parents indicated a positive experience in the Charter.	100% of parents will indicate a positive experience in the Charter based on surveys measuring satisfaction with communications, relationships, and academic support,.

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
3a. Teachers will be trained in implementation of Aeries - Parent LInk; regularly update student data. Parents will be provided with information for accessing.	3a. Teachers were not trained in implementation of Aeries - Parent LInk this year. Further examination of this product resulted in the need for more training. This will be	See Conferences 2f 5000-5999: Services And Other Operating Expenditures Base $0	See Conferences 2f 5000-5999: Services And Other Operating Expenditures Base $0

	implemented in 2018-19. Teachers were given training in the Aeries product overall.		

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3b. A video-"infomerical" of Career and College pre-requisites will be developed by the Career Coordinator, shared with teachers, students, and parent/guardians at every school related activity (Parent Information Night, School Site Council, College Trip, Awards Night, Parent Conference)	3b. As the Career Specialist was not hired until March, this video was not developed.	See 1d. 2000-2999: Classified Personnel Salaries Supplemental and Concentration $0	See 1d. 2000-2999: Classified Personnel Salaries Supplemental and Concentration $0

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3c. The Individual Learning and Career Plan Template (ILCP's) will be reviewed and updated ; career activities and student progress towards meeting state standards as measured by on-line assessments. Data entry will be simplified to assure efficacy in teacher involvement. ILCP's will be updated and monitored by teachers and shared at Parent Conferences.	3c. The Individual Learning and Career Plan Template (ILCP's) were reviewed and updated ; career activities and student progress towards meeting state standards was measured by on-line assessments. Data entry was simplified to assure efficacy in teacher involvement. ILCP's was updated and monitored by teachers and shared with parents. There were no formal parent conferences.	See 1d. $0	See 1d. $0

Action 4

Planned	Actual	Budgeted	Estimated Actual

Actions/Services	Actions/Services	Expenditures	Expenditures
3d. A Data Technician will be assigned to the program for provision of streamlined enrollment, data entry, assessment, analysis and data monitoring, and ease of direct parent contact.	3d. A Data Technician was assigned to the program for provision of streamlined enrollment, data entry, assessment, analysis and data monitoring. This is a work in progress. Several individuals have access to CalPads, but further examination will determine the necessity of that practice. Parents were able to acquire information easily.	Data Technician 2000-2999: Classified Personnel Salaries Supplemental and Concentration $4522	Data Technician 2000-2999: Classified Personnel Salaries Supplemental and Concentration $4521.96
		Data Technician Benefits 3000-3999: Employee Benefits Supplemental and Concentration $1702	Data Technician Benefits 3000-3999: Employee Benefits Supplemental and Concentration $1699.81

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

The Data Technician has had more Aeries training this year and we will implement ParentLink in 2018-19. This year a system of letters notifying parents of chronic absenteeism aided in keeping parents informed of their child's progress. With increased rigor and more extracurricular opportunities, many students are choosing to attend our school.

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

Parent Engagement activities are well attended and parents provided positive feedback regarding the many opportunities offered their students, as well as positive teacher/student interaction.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

As many of these budgeted expenditures were $0.00, there were not material differences.

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 implementation of the data technician helped increase accuracy, but more training in both Aeries and CalPads is needed.

Students enrolled in the program will be disenrolled due to non-completion of daily engagement records and assignments. This practice will change in the coming year to more closely reflect SARB practice. This will be reflected in goal 3 as a new action and service.

Stakeholder Engagement

LCAP Year: **2018-19**

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?

Stakeholders have been involved in every aspect of the development of the Shasta County Independent Study Charter School LCAP. Stakeholder groups include teachers, parents, students, community members via the Youth Violence Prevention Council, Parent Advisory/Site Study Council, Shasta County Office Education Board of Education, District Partners, Law Enforcement, Probation,and Bargaining Units. Progress on data has been provided to each of these groups along with an opportunity for each group to share their thoughts, opinion and feedback about progress towards goals and adjustments for the current and upcoming School Years. The following dates/activities represent stakeholder input:

Administrative Cabinet Updates/Input: bi-annually

School Site Council Goals Update/Input: reported and discussed quarterly

Achievement Night Parent Input Boards: once each semester

Student Stakeholder Surveys/Forums: annually

March-April Open Surveys (included Special Education students)

Teachers: Monday Collaboration/PD meetings: Throughout the school year

LCAP meeting; monthly from February to June.

Student Programs Manager's Meeting: twice per year

Bargaining Units:Both CSEA and CTA were represented at each School Site Council.

INPUT FROM THE MEETINGS ABOVE

Program metrics and data included in the LCAP and used as monitoring tools have been shared with each of the groups in various forums, both formal and informal. Metrics include ACHIEVE 3000 Lexile Growth, work completion data, behavioral data, and college and career readiness data. The data was reviewed and participants given opportunities to make suggestions for addition or elimination of strategies or services. Input indicates a need to strengthen assessment of students, continue the work in strengthening relationships, and supporting college and career readiness. Parent involvement through the stakeholder involvement process has reinforced the need to offer social-emotional development options for students. This will be accomplished with teacher training in trauma-informed practices and the work of the social worker. Career/work opportunities will continue to be addressed by the Career/Transition Specialist. Students have participated in surveys and focus groups and indicate the need for highly engaging instruction from teachers who develop relationships and high expectations. This has improved during the 2017-18 year with teacher training during collaboration sessions. Student performance in the areas of math and ELA remain a priority and there is an interest in delivering intervention sessions during the week to assure students are receiving adequate instruction to meet their needs. Intervention sessions in the core subjects will be held during the course of the school week next year. It is also noted that there continues to be a need for utilizing assessment tools to align intervention instruction.

School Site Council has met 4 times during the year to review LCAP progress and identify effectiveness of activities. All Staff meetings and weekly collaboration have given staff opportunities for input regarding LCAP goals and updates. Staff have shared the continued need to emphasize engagement through educational options such as blended learning via technology, The SCOE Board has been provided information about the LCAP's implementation on multiple occasions throughout the year. Program administration has met to sustain accountability and implementation of activities and services embedded in the LCAP. The involvement process included all of the meetings listed above. The Board of Education will hold a Public Hearing on June 20, 2018 and will approve the document on June 27, 2018.

Impact on LCAP and Annual Update

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

Stakeholder involvement has had a significant impact on the development of our Shasta County Independent Study Charter LCAP. Inclusion of the Regional Occupation Program, Career/Work model have been effective. As such, action steps will be narrowed to address Career and College Readiness; Teacher Effectiveness, and Student Social-emotional health.
- Parents have indicated that services such as career opportunities and behavior counseling will benefit their students.
- Student feedback has confirmed the need for staff trained in content areas.

- Program staff has consistently asked for additional training in blended learning and effective independent study practices. This was addressed in the 2017-18 school year and will continue.
- Staff have identified need for help in utilizing assessments of ELA and Math to drive instruction.
- Stakeholder input confirms that integration of career and college opportunities work for some students and should remain available for eligible students.

Additional impacts of stakeholder engagement included:

Staffing was added to address supporting interventions instruction and the social-emotional needs of students.

A Para-educator will be included to provide tutoring for students

Support from an assistant principal for scheduling, intake, orientation, elective engagement and assurance that students are meeting their requirements.

Stakeholder groups include teachers, parents, students, community members via the YVPC, Parent Advisory/SSC,SCOE Board of Education, District Partners, Law Enforcement, Probation, Bargaining Units. Their input has guided actions for the annual update. Progress on data has been provided to each of these groups along with an opportunity for each group to share their thoughts, opinion and feedback about progress towards goals and adjustments for the 2017-18 School Year. The following activities represent stakeholder input:

The Board Of Education has supported the restructuring of staff to meet the academic and social-emotional needs of students.

School Site Council members emphasized need for continued ROP/Work offerings along with counseling.

Parents want continued counseling and career options, supported by technology and on-line options.

Community members emphasized importance of ongoing collaboration to support youth who are under supervision of probation, foster and at-risk students.

Student input reveals a need to clarify and streamline systems and responsibilities for sharing information about college and careers (teacher responsibility, career-parent coach responsibility). There is a continued need to educate students about Federal Application For Student Aid completion; transcripts; graduation requirements; emphasis for teachers to use Blended Learning and Technology strategies for instruction. There is also a need for continued implementation of credit recovery strategies for improved graduation rates.

Teacher input has led to restructuring of the Professional Development Schedule and Content, provision of aSocial Worker, and time for reviewing and developing standards aligned lessons.

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

Goal 1: Ensure that ALL students graduate college and career ready.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

80% of students are not college and career ready, based on their SBAC and Achieve 3000 test scores. Additional support for analyzing formative assessment scores, designing appropriate intervention instruction and continued teacher professional development is necessary. 20% of parents did not know what FAFSA was and 68% of students did not complete the FAFSA. Parents indicated that they needed more information about financial aid. Additionally, parents and teachers desired more options for career pathways and stackable certificates. The Healthy Pathways planning grant illuminated a need for development of a modified career pathway within the structure of the independent study model.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Basic Services, Priority 1	Facilities receive Good or better 15-16	Priority 1: Facilities were maintained with FIT rating of "Good" or better.	Priority 1: Facilities will be maintained with FIT rating of "Good" or better.	Priority 1: Facilities will be maintained with FIT rating of "Good" or better.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Basic Services, Priority 1	100% of teachers are highly qualified and appropriately credentialed.	Priority 1: 82% of teachers were highly qualified and appropriately assigned.	Priority 1: 100% of teachers will be highly qualified and appropriately assigned.	Priority 1: 100% of teachers will be highly qualified and appropriately assigned.
Implementation of State Standards, Priority 2	80% of curriculum is aligned.	Priority 1: 100% Curriculum was aligned with state standards	Priority 1: 100% Curriculum will be aligned with state standards	Priority 1: 100% Curriculum will be aligned with state standards
Implementation of State Standards, Priority 2	80% of teachers are fully implementing aligned standards based work.	Priority 2: 100% of teachers implemented California Standards in the areas of math, English Language Arts, English Language Development, and Next Generation Science Standards as measured by walk-throughs which increased student achievement including enabling English Learners access to the California Content State Standards and the English Language Development standards.	Priority 2: 100% of teachers will implement California Standards in the areas of math, ELA, ELD, and NGSS as measured by informal observations, which will increase student achievement including enabling English Learners access to the CCSS and the ELD standards.	Priority 2: 100% of teachers will implement California Standards in the areas of math, ELA, ELD, and NGSS as measured by walkthroughs which will increase student achievement including enabling English Learners access to the CCSS and the ELD standards.
Student Achievement, Priority 4	27% met or exceeded proficiency in ELA-2016; 26% met or exceeded proficiency in Math-2016.	Data was not received, though students were tested. CDE was contacted but was unable to resolve this issue. Results were lost in transmission.	Priority 4: 40% of students will score "at or above" standards in English Language Arts. 40% of students will score "at or above" standard in Math.	Priority 4: 45% of students tested will score "at or above" standards in English Language Arts. 45% of students tested will score "at or above" standards in Math.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Course Access, Priority 7	0% of students are in advanced placement or in a-g classes. Classes are now certified.	Priority 4: Increased student enrollment and completion of advanced placement courses, including A-G options, by 10%.	Priority 4: Increase student enrollment and completion of advanced placement courses, including A-G options, by 10%.	Priority 4: Increase student enrollment and completion of advanced placement courses, including A-G options, by 10%.
Student Achievement, Priority 4	0 EL's were enrolled.	Priority 4: 100% of English Language Learners were assessed this year for English Proficiency	Priority 4: 100% of ELL students will be assessed annually for English Proficiency	Priority 4: 100% of ELL students will be assessed annually for English Proficiency
Student Achievement, Priority 4	0 EL's were enrolled.	Priority 4: 100% of English Learners demonstrated increased proficiency on California English Language Development Test	Priority 4: 70% of EL students will demonstrate increased proficiency on CELDT	Priority 4: 70% of EL students will demonstrate increased proficiency on CELDT
Student Achievement, Priority 4	0 English Learners were enrolled.	Priority 4: Unable to report as we have under 10 EL students risking a breach of confidentiality.	Priority 4: Unable to report as we have under 8 EL students.	Priority 4: Unable to report as we have under 8 EL students.
Student Achievement, Priority 4	0 % of students were scoring ready on the EAP.	Priority 4: Data was not received though students were tested. Results were lost in transmission.	Priority 4: 10% of students tested in 2018 will earn a designation of "ready" through the SBAC test.	Priority 4: 15% of students tested in 2019 will earn a designation of "ready" through the SBAC test.
Course Access, Priority 7	13% of students were involved in career orientation courses/ROP and concurrent enrollment, 2015-16.	Priority 7: 8 students were enrolled in ROP and concurrent enrollment courses.	Priority 7: 10 students were enrolled in career/ROP and concurrent enrollment courses.	Priority 7: # of students were enrolled in career/ROP and concurrent enrollment courses.
Course Access, Priority 7	A robust course schedule is available.	Priority 7: A robust course schedule	Priority 7: A robust course schedule will	Priority 7: A robust course schedule will

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		reflected student access to a broad course of study	reflect student access to a broad course of study	reflect student access to a broad course of study

Planned Actions / Services

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

Action 1

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

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

[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
Low Income

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

LEA-wide

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	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

1a. Teachers and paraprofessionals will participate in 30 hours of collaborations and PD that focus on:

1. California Standards instruction (Math, English Language
Arts, Next Generation Science Standards, English
Language Development)
2. Curriculum alignment (Math, English
Language
Arts, Next Generation Science Standards, English
Language Development)
3. Student outcome data
4. Course Access included expanding A-G courses, development of health science pathway curriculum, and a Regional Occupational partnership
5. Reviewed results of career interest surveys with students and coordinate completion of Individualized Career Learning Plans and career
The core 30 hours was part of regular work hours.

2 additional days for curriculum development were completed.

1a. Teachers and paraprofessionals participated in 30 hours of collaborations and PD that focus on:

1. California Standards instruction (Math, English Language
Arts, Next Generation Science Standards, English
Language Development)
2. Curriculum alignment (Math, English Language Arts, Next
Generation Science Standards, English Language
Development)
3. Student outcome data
4. Course Access including expanding A-G courses,
development of health science pathway curriculum, and
the Regional Occupational Program partnership
5. Review results of career interest surveys with students
and coordinate completion of Individualized Career
Learning Plans and career activities.

The core 30 hours is scheduled as part of regular work hours.

4 additional days for curriculum development are planned

1a. Teachers and paraprofessionals will participate in 30 hours of collaborations and PD that focus on:

1. California Standards instruction (Math, ELA, NGSS, ELD)
2. Curriculum alignment (Math, ELA, NGSS, ELD)
3. Student outcome data
4. Course Access including expanding A-G courses, development of health science pathway curriculum, and ROP partnership
5. Review results of career interest surveys with students and coordinate completion of Individualized Career Learning Plans and career activities.
The core 30 hours is scheduled as part of regular work hours.

4 additional days for curriculum development are planned.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$4650	$4890	$5135
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries 2 days x 4 teachers-Salaries	1000-1999: Certificated Personnel Salaries 4 days x 4 teachers-Salaries	1000-1999: Certificated Personnel Salaries 4 days x 4 teachers-Salaries
Amount	$941	$1082	$1136
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits 2 days x 4 teachers-Benefits	3000-3999: Employee Benefits 4 days x 4 teachers-Benefits	3000-3999: Employee Benefits 4 days x 4 teachers-Benefits

Action 2

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

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

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
Unchanged Action	Modified Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1b. Provision of a content area expert in the area of English Language Arts from	see Action 11	see Action 11

the County Office of Education to provide assistance and support in program development and implementation, including using time to align K-12 curriculum and instruction with CCSS(ELA, ELD). Content area expert will provide strategies for multi-tiered supports to support our Special Education, Alternative Education, Foster Youth and English Language Learners.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$5225		
Source	Title I Part A: Allocation		
Budget Reference	1000-1999: Certificated Personnel Salaries Salaries		
Amount	$1780		
Source	Title I Part A: Allocation		
Budget Reference	3000-3999: Employee Benefits Benefits		

Action 3

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

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

All

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)

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
Unchanged Action	Modified Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1c. Provision of a content area expert in the area of Math from the County Office of Education to provide assistance and support in program development and implementation, including using time to align K-12 curriculum and instruction with CCSS. Content area expert will provide strategies for multi tiered supports to support our Special Education, Alternative Education, Foster Youth and English Language Learners.	1c. Next Generation Science Standards content expert will provide teacher training in lab development for the Independent Study model, specifically in the health sciences area.. Content area expert will provide strategies for multi-tiered supports to support our Special Education, Alternative Education, Foster Youth and English Language Learners.	1c. Next Generation Science Standards content expert will provide teacher training in lab development for the Independent Study model, specifically in the health sciences area.. Content area expert will provide strategies for multi tiered supports to support our Special Education, Alternative Education, Foster Youth and English Language Learners.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$9021	$2,380	2,499
Source	Title I Part A: Allocation	Title I Part A: Allocation	Title I Part A: Allocation
Budget Reference	1000-1999: Certificated Personnel Salaries Math Coach	1000-1999: Certificated Personnel Salaries NGSS expert	1000-1999: Certificated Personnel Salaries NGSS expert
Amount	$2069	669	702
Source	Title I Part A: Allocation	Title I Part A: Allocation	Title I Part A: Allocation
Budget Reference	3000-3999: Employee Benefits Benefits	3000-3999: Employee Benefits Benefits	3000-3999: Employee Benefits Benefits

Action 4

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)

All Schools
[Add Location(s) selection here]

OR

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

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

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

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

LEA-wide
[Add Scope of Services selection here]

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

All Schools
[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
Modified Action	Modified Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1d. Provision of Career Specialist to provide individualized college and career guidance and coaching on course access, college and career readiness indicators, and implementation of career and college engagement opportunities for students and families.	1d. Provision of Career Specialist to provide individualized college and career guidance and coaching on course access, college and career readiness indicators, and implementation of career and college engagement opportunities for students and families. Time for this position will move from five hours per week to ten hours per week.	1d Provision of Career Specialist to provide individualized college and career guidance and coaching on course access, college and career readiness indicators, and implementation of career and college engagement opportunities for students and families.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$8832	$1860.	$1860.
Source	Supplemental and Concentration	Other	Other
Budget Reference	2000-2999: Classified Personnel Salaries Salaries	2000-2999: Classified Personnel Salaries Salaries	2000-2999: Classified Personnel Salaries Salaries
Amount	$3925	$540.	$540.
Source	Supplemental and Concentration	Other	Other
Budget Reference	3000-3999: Employee Benefits Benefits	3000-3999: Employee Benefits Benefits	3000-3999: Employee Benefits Benefits

Action 5

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)

All Schools
[Add Location(s) selection here]

OR

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

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

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

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

Schoolwide
[Add Scope of Services selection here]

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

All Schools
[Add Location(s) selection here]

Actions/Services

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

Modified Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1e. Provide extended time to students to increase overall academic achievement and career and college readiness through availability of Para-educator for tutoring and academic assistance.	1e. Provide extended time to students to increase overall academic achievement and career and college readiness through availability of Para-educator for tutoring and academic assistance.	1e. Provide extended time to students to increase overall academic achievement and career and college readiness through availability of Para-educator for tutoring and academic assistance.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$16873	$15575	$16354
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries Para Educator Salary	2000-2999: Classified Personnel Salaries Para Educator Salary	2000-2999: Classified Personnel Salaries Para Educator Salary
Amount	$5903	$7024	$7375
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits Para Educator Benefit	3000-3999: Employee Benefits Para Educator Benefit	3000-3999: Employee Benefits Para Educator Benefit

Action 6

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
Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1f. Facilities will be maintained with FIT rating of "Good" or better.	1f. Facilities will be maintained with FIT rating of "Good" or better.	1f. Facilities will be maintained with FIT rating of "Good" or better.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$0	$0	$0
Source	General Fund	General Fund	General Fund
Budget Reference	No cost as facility maintenance is provided by SCOE general fund.	No cost as facility maintenance is provided by SCOE general fund.	No cost as facility maintenance is provided by SCOE general fund.

Action 7

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
Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1g. Teachers will update Independent Learning and Career Plans quarterly.	1g. Teachers will update Independent Learning and Career Plans quarterly.	1g. Teachers will update Independent Learning and Career Plans quarterly.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$0	$0	$0
Budget Reference	Included in teachers regular duty	Included in teachers regular duty	Included in teachers regular duty

Action 8

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:
(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 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
Modified Action	Modified Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1h. Assure students have access to counseling and social- emotional guidance via an agreement with the Youth Violence Prevention Council of Shasta County, a psychologist by appointment, and support of a shared Social worker.	1h. Assure students have access to counseling and social- emotional guidance with a psychologist by appointment, and support of a shared Social worker.	1h. Assure students have access to counseling and social- emotional guidance with a psychologist by appointment, and support of a shared Social worker.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$6000	$0	$0
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Youth Violence prevention Council	5800: Professional/Consulting Services And Operating Expenditures Youth Violence prevention Council	5800: Professional/Consulting Services And Operating Expenditures Youth Violence prevention Council
Amount	$1952	$4532	$4759
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries percentage of school psychologist	1000-1999: Certificated Personnel Salaries percentage of school psychologist	1000-1999: Certificated Personnel Salaries percentage of school psychologist
Amount	$516	$1249	$1311
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits School Psychologist	3000-3999: Employee Benefits School Psychologist	3000-3999: Employee Benefits School Psychologist

Amount	$26,527	$38,250	$40163
Source	Title I Part A: Allocation	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries 64% Social Worker Salary	2000-2999: Classified Personnel Salaries 64% Social Worker Salary	2000-2999: Classified Personnel Salaries 64% Social Worker Salary
Amount	$11,146	$15321	$16087
Source	Title I Part A: Allocation	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits 64% Social Worker Benefits	3000-3999: Employee Benefits 64% Social Worker Benefits	3000-3999: Employee Benefits 64% Social Worker Benefits

Action 9

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
Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1i. School administration will monitor teachers credentials and assignments for compliance as part of regular duties	1i. School administration will monitor teachers credentials and assignments for compliance as part of regular duties	1i. School administration will monitor teachers credentials and assignments for compliance as part of regular duties

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$0	$0	$0
Source	General Fund	General Fund	General Fund
Budget Reference	No additional cost. Part of administrator's duties	No additional cost. Part of administrator's duties	No additional cost. Part of administrator's duties

Action 10

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)

All Schools
[Add Location(s) selection here]

OR

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

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

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

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

LEA-wide
[Add Scope of Services selection here]

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

All Schools
[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 Action	Modified Action	Modified Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

1j. Employ .20 FTE of a teacher for alignment and provision of math intervention services.	1j. Employ .20 FTE of a teacher for alignment and provision of math intervention services.	1j. Employ .20 FTE of a teacher for alignment and provision of math intervention services.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$8757	$10,331.	$10,848.
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Teacher Intervention	1000-1999: Certificated Personnel Salaries Teacher Intervention	1000-1999: Certificated Personnel Salaries Teacher Intervention
Amount	$4135	$4823.	$5064.
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits Teacher Intervention	3000-3999: Employee Benefits Teacher Intervention	3000-3999: Employee Benefits Teacher Intervention

Action 11

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
Low Income

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

LEA-wide

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
see Action 2 for 2017-18	Provision of a content area expert in the area of Trauma Informed Practices from the County Office of Education to provide training and support in development and implementation of restorative practices. Content area expert will provide strategies for multi tiered supports to support our Special Education, Alternative Education, Foster Youth and English Language Learners.	1b. Provision of a content area expert in the area of English Language Arts from the County Office of Education to provide assistance and support in program development and implementation, including using time to align K-12 curriculum and instruction with CCSS(ELA, ELD). Content area expert will provide strategies for multi tiered supports to support our Special Education, Alternative Education, Foster Youth and English Language Learners.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		$5578	$5856
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount		$1775	$1861
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		3000-3999: Employee Benefits	3000-3999: Employee Benefits

Goals, Actions, & Services

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

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

Unchanged Goal

Goal 2

Ensure all students are engaged in rigorous and relevant blended learning coursework, incorporating appropriate technology and tools.

State and/or Local Priorities addressed by this goal:

State Priorities: 	Priority 2: State Standards (Conditions of Learning)
	Priority 3: Parental Involvement (Engagement)
	Priority 4: Pupil Achievement (Pupil Outcomes)
	Priority 5: Pupil Engagement (Engagement)
	Priority 7: Course Access (Conditions of Learning)
	Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

The review identified several areas for enhancing student access to rigorous coursework aligned to 21st Century Skills. Several actions have been modified or deleted in this section.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Implementation of State Standards, Priority 2	85% of students utilized online learning paths in 2016-17.	Priority 2: 100% of students will access online standards based individualized learning paths.	Priority 2: 100% of students will access online standards based individualized learning paths.	Priority 2: 100% of students will access online standards based individualized learning paths.
Parental Involvement, Priority 3	71% of parents contributed to parent	Priority 3: Utilizing the career/parent coach and	Priority 3: Utilizing the career/parent coach and	Priority 3: Utilizing the career/parent coach and

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	meetings and provided input during the 16-17 school year.	parent meetings, the school will seek input from 75% of parents regarding making decisions for the school. This will include parent surveys for input as well as participation and feedback during school site council meetings and other parent and community events.	parent meetings, the school will seek input from 80% of parents regarding making decisions for the school. This will include parent surveys for input as well as participation and feedback during school site council meetings and other parent and community events.	parent meetings, the school will seek input from 85% of parents regarding making decisions for the school. This will include parent surveys for input as well as participation and feedback during school site council meetings and other parent and community events.
Pupil Achievement, Priority 4	Less than 5% of students were enrolled in AP or A-G options in 16-17.	Priority 4: Increase student enrollment and completion of advanced placement courses, including A-G options, by 10% over 16-17 school year	Priority 4: Increase student enrollment and completion of advanced placement courses, including A-G options, by 10% over 17-18 school year.	Priority 4: Increase student enrollment and completion of advanced placement courses, including A-G options, by 10% over 18-19 school year.
Pupil Engagement, Priority 5	36% was the 16-17 Graduation Rate.	Priority 5: Graduation rates will increase by 10% over 16-17 due to expanded learning platforms and course availability.	Priority 5: Graduation rates will increase by 10% over 17-18 due to expanded learning platforms and course availability.	Priority 5: Graduation rates will increase by 10% over 18-19 due to expanded learning platforms and course availability.
Course Access, Priority 7	100% of students have access to a broad course of study due to enhanced online offerings.	Priority 7: 100% of students will be engaged in a broad course of study due to enhanced online offerings.	Priority 7: 100% of students will be engaged in a broad course of study due to enhanced online offerings.	Priority 7: 100% of students will be engaged in a broad course of study due to enhanced online offerings.
Pupil Outcomes, Priority 8	100% of students took MAP Assessments during 16-17 school year.	Priority 8: All students will take pre-enrollment assessment via the NWEA Map assessment	Priority 8: All students will take pre-enrollment assessment via the NWEA Map assessment	Priority 8: All students will take pre-enrollment assessment via the NWEA Map assessment

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		for placement in an Individualized standards path and Achieve 3000 for Individualized Lexile level reading placements.	for placement in an Individualized standards path and Achieve 3000 for Individualized Lexile level reading placements.	for placement in an Individualized standards path and Achieve 3000 for Individualized Lexile level reading placements.

Planned Actions / Services

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

Action 1

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

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

[Add Students to be Served selection here]

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

All Schools
[Add Location(s) selection here]

OR

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

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

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

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

LEA-wide
[Add Scope of Services selection here]

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

All Schools
[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

Modified Action	Modified Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
2a. Support will be provided for assisting teachers and students in developing and submitting coursework in blended learning technology friendly formats.	2a. Support will be provided for assisting teachers and students in developing and submitting coursework in blended learning technology friendly formats. This goal was addressed by the administrative team during the course of their regular duties. As one is a Google Certified Teacher and one is highly skilled in the use of Google, there was no additional cost for this training.	2a. Support will be provided for assisting teachers and students in developing and submitting coursework in blended learning technology friendly formats.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$10000	$0	$0
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries PSA for Google Support and Elective	1000-1999: Certificated Personnel Salaries PSA for Google Support and Elective	1000-1999: Certificated Personnel Salaries PSA for Google Support and Elective
Amount	$2114	$0	$0
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits PSA for Google and Elective	3000-3999: Employee Benefits PSA for Google and Elective	3000-3999: Employee Benefits PSA for Google and Elective

Action 2

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

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

[Add Students to be Served selection here]

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

All Schools
[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 Low Income [Add Students to be Served selection here]	Schoolwide [Add Scope of Services selection here]	All Schools [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
Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
2b. Students will have access to internet and technology via a checkout system.	2b. Students will have access to internet and technology via a checkout system.	2b. Students will have access to internet and technology via a checkout system.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$0	$0	$0
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries reference Para 1e	2000-2999: Classified Personnel Salaries reference Para 1e	2000-2999: Classified Personnel Salaries reference Para 1e

Action 3

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	All Schools [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 Low Income [Add Students to be Served selection here]	Schoolwide [Add Scope of Services selection here]	All Schools [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
Modified Action	Modified Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
2c. Assure students have access to participation in ROP classes, experiential work programs, and field trips	2c. Assure students have access to participation in electives, ROP classes, experiential work programs, and field trips The addition of a variety of electives through current staff and Personal Service Agreements.	2c. Assure students have access to participation in electives, ROP classes, experiential work programs, and field trips The addition of a variety of electives through current staff and Personal Service Agreements.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$7000	$8500	$9000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures ROP Work Programs	5000-5999: Services And Other Operating Expenditures ROP Work Programs	5000-5999: Services And Other Operating Expenditures ROP Work Programs

Amount	$4000	$4000	$4000
Source	Supplemental and Concentration	Other	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Field Trips	5000-5999: Services And Other Operating Expenditures Field Trips	5000-5999: Services And Other Operating Expenditures Field Trips
Amount		$9000	$9450
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		2000-2999: Classified Personnel Salaries PSA electives	2000-2999: Classified Personnel Salaries PSA electives
Amount		$1086	$1140
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		3000-3999: Employee Benefits	3000-3999: Employee Benefits

Action 4

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
Unchanged Action	Modified Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
2d. A schedule will be developed to provide students access to acceleration opportunities that are embedded in a broad course of study (lab experiences; online A-G Options. Extended learning time opportunities to include: certification courses; cardio-equipment; VAPA courses; Lab Experiences	2d. A schedule will be developed to provide students access to acceleration opportunities that are embedded in a broad course of study (lab experiences; online A-G Options. Extended learning time opportunities to include: certification courses; cardio-equipment; VAPA courses; Lab Experiences	2d. A schedule will be developed to provide students access to acceleration opportunities that are embedded in a broad course of study (lab experiences; online A-G Options. Extended learning time opportunities to include: certification courses; cardio-equipment; VAPA courses; Lab Experiences

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$70993	$37686.	$39570.
Source	Title I Part A: Allocation	Title I Part A: Allocation	Title I Part A: Allocation
Budget Reference	1000-1999: Certificated Personnel Salaries Assistant Principal's duties	1000-1999: Certificated Personnel Salaries Assistant Principal's duties	1000-1999: Certificated Personnel Salaries Assistant Principal's duties
Amount	$24007	$14501.	$15226.
Source	Title I	Title I Part A: Allocation	Title I Part A: Allocation
Budget Reference	3000-3999: Employee Benefits Assistant Principal	3000-3999: Employee Benefits Assistant Principal	3000-3999: Employee Benefits Assistant Principal
Amount	$11700	$11700	$11700
Source	Title I	Title I Part A: Allocation	Title I Part A: Allocation
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Odysseyware	5800: Professional/Consulting Services And Operating Expenditures Odysseyware	5800: Professional/Consulting Services And Operating Expenditures Odysseyware

Action 5

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]	All Schools [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 Low Income [Add Students to be Served selection here]	Schoolwide [Add Scope of Services selection here]	All Schools [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
Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
2e. Teachers will assure students take assessments for the purpose of designing intervention and acceleration with the assistance of a para-educator;	2e. Teachers will assure students take assessments for the purpose of designing intervention and acceleration with the assistance of a para-educator;	2e. Teachers will assure students take assessments for the purpose of designing intervention and acceleration with the assistance of a para-educator;

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$0	$0	$0
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries See Para costs 1e	2000-2999: Classified Personnel Salaries See para Costs 1e	2000-2999: Classified Personnel Salaries See Para Costs 1e

Action 6

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)

All Schools
[Add Location(s) selection here]

OR

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

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

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

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

LEA-wide
[Add Scope of Services selection here]

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

All Schools
[Add Location(s) selection here]

Actions/Services

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

New Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

2f. Teachers will attend conferences (ex. CUE and/or Aeries) for increasing knowledge of implementation of online learning tools and resources for students.

2018-19 Actions/Services

2f. Teachers will attend conferences (ex. CUE and/or Aeries)for increasing knowledge of implementation of online learning tools and resources for students.

2019-20 Actions/Services

2f. Teachers will attend conferences (ex. CUE and/or Aeries) for increasing knowledge of implementation of online learning tools and resources for students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$5000	$13000	$13000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Conferences	5000-5999: Services And Other Operating Expenditures Conferences	5000-5999: Services And Other Operating Expenditures Conferences

Goals, Actions, & Services

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

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

Unchanged Goal

Goal 3

Parents/guardians and students will be aware of graduation requirements and transition to a 2 or 4 year college, as well as their progress towards established academic and career goals.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
                      Priority 5: Pupil Engagement (Engagement)
                      Priority 6: School Climate (Engagement)

Local Priorities:

Identified Need:

76% of parents were familiar with their students graduation requirements. 90% of students were aware of their requirements for graduation.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 3: Parent participation	71% of parents participated in a school related activity during 16-17.	Priority 3 100% of parents/guardians and students will participate in a school-related activity (Parent Information Night, School Site Council, College Trip, Awards Night, Parent Conference) including	Priority 3 100% of parents/guardians and students will participate in a school-related activity (Parent Information Night, School Site Council, College Trip, Awards Night, Parent Conference) including	Priority 3 100% of parents/guardians and students will participate in a school-related activity (Parent Information Night, School Site Council, College Trip, Awards Night, Parent Conference) including

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		unduplicated pupils and students with exceptional needs.	unduplicated pupils and students with exceptional needs.	unduplicated pupils and students with exceptional needs.
Priority 5: Pupil Engagement	18% of students enrolled in the program were disenrolled due to non-completion of daily engagement records and assignments.	Priority 5 Less than 10% of students enrolled in the program will be disenrolled due to non-completion of daily engagement records and assignments.	Priority 5 Less than 10% of students enrolled in the program will be disenrolled due to non-completion of daily engagement records and assignments.	Priority 5 Less than 10% of students enrolled in the program will be disenrolled due to non-completion of daily engagement records and assignments.
Priority 5: Pupil Engagement and graduation rate	36% of students graduated in 16-17.	Priority 5 Increase graduation rates by 10% over 16-17 baseline.	Priority 5 Increase graduation rates by 10% over 17-18 baseline.	Priority 5 Increase graduation rates by 10% over 17-18 baseline.
Priority 6: School climate and culture	88% of students (exiting seniors) indicated a positive experience in the Charter experience.	Priority 6 100% of students will indicate a positive experience in the Charter based on surveys measuring satisfaction with communications, relationships, academic support, access to Aeries - ParentLink	Priority 6 100% of students will indicate a positive experience in the Charter based on surveys measuring satisfaction with communications, relationships, academic support, access to Aeries - ParentLink	Priority 6 100% of students will indicate a positive experience in the Charter based on surveys measuring satisfaction with communications, relationships, academic support, access to Aeries - ParentLink
Priority 3: Parent engagement.	92% of parents indicated a positive experience in the Charter.	100% of parents will indicate a positive experience in the Charter based on surveys measuring satisfaction with communications, relationships, academic support, access to Aeries - ParentLink	100% of parents will indicate a positive experience in the Charter based on surveys measuring satisfaction with communications, relationships, academic support, access to Aeries - ParentLink	100% of parents will indicate a positive experience in the Charter based on surveys measuring satisfaction with communications, relationships, academic support, access to Aeries - ParentLink

Planned Actions / Services

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

Action 1

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

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

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
Modified Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
3a. Teachers will be trained in implementation of Aeries - Parent LInk; regularly update student data. Parents will be provided with information for accessing.	3a. Parent LInk will be renewed and training for teachers regarding student data input will be held. Parents will be provided with information and training for accessing.	3a. Parent LInk will be renewed and annual training for teachers regarding student data input. Parents will be provided with information for accessing.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$0	$0	$0
Source	Base	Base	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures See Conferences 2f	5000-5999: Services And Other Operating Expenditures See conference 2f	5000-5999: Services And Other Operating Expenditures See conferences 2f

Action 2

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

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

[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
Low Income

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

LEA-wide

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
3b. A video-"infomerical" of Career and College pre-requisites will be developed by the Career Coordinator, shared with teachers, students, and parent/guardians at every school related activity (Parent	3b. Program elements and offerings will be shared with teachers, students, and parent/guardians at every school related activity (Parent Information Night, School Site Council, College Trip, Awards Night,	3b. Program elements and offerings will be shared with teachers, students, and parent/guardians at every school related activity (Parent Information Night, School Site Council, College Trip, Awards Night,

| Information Night, School Site Council, College Trip, Awards Night, Parent Conference) | Parent Conference) by the Career Coordinator | Parent Conference) by the Career Coordinator |

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$0	$0	$0
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries See 1d.	1000-1999: Certificated Personnel Salaries See 1d.	2000-2999: Classified Personnel Salaries See1d.

Action 3

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

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

[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
Low Income

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

LEA-wide

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

| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |

3c. The Individual Learning and Career Plan	3c. The Individual Learning and Career Plan	3c. The Individual Learning and Career Plan
Template (ILCP's) will be reviewed and updated ; career activities and student progress towards meeting state standards as measured by on-line assessments. Data entry will be simplified to assure efficacy in teacher involvement. ILCP's will be updated and monitored by teachers and shared at Parent Conferences.	Template (ILCP's) will be reviewed and updated ; career activities and student progress towards meeting state standards as measured by on-line assessments. Data entry will be simplified to assure efficacy in teacher involvement. ILCP's will be updated and monitored by teachers and shared at Parent Conferences.	Template (ILCP's) will be reviewed and updated ; career activities and student progress towards meeting state standards as measured by on-line assessments. Data entry will be simplified to assure efficacy in teacher involvement. ILCP's will be updated and monitored by teachers and shared at Parent Conferences.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$0	$0	$0
Budget Reference	See 1d.	See 1d.	See 1d

Action 4

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 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
Unchanged Action	Modified Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
3d. A Data Technician will be assigned to the program for provision of streamlined enrollment, data entry, assessment, analysis and data monitoring, and ease of direct parent contact.	3d. A Data Technician will be assigned to the program for provision of streamlined enrollment, data entry, assessment, analysis and data monitoring, and ease of direct parent contact.	3d. A Data Technician will be assigned to the program for provision of streamlined enrollment, data entry, assessment, analysis and data monitoring, and ease of direct parent contact.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$4522	$4860.	$5103.
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries Data Technician	2000-2999: Classified Personnel Salaries Data Technician	2000-2999: Classified Personnel Salaries Data Technician
Amount	$1702	$1929.	$2023.
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits Data Technician Benefits	3000-3999: Employee Benefits Data Technician Benefits	3000-3999: Employee Benefits Data Technician Benefits

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
$149083	16.29%

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).

Shasta County Independent Study Charter has examined both our core and supplemental services and defined the scope of each.

All actions will be principally directed to Low Income, EL's and Foster Youth students, but will be offered to the entire student population. Because of the large percentage of unduplicated students, it does not make sense to segregate the services to specifically identified populations. Our students have needs to obtain an education in an independent model and will benefit from the services provided with the supplemental and concentration funds. Services are offered to the whole Charter population because many students are credit deficient and/or need interventions to obtain grade-level proficiency in order to earn a high school diploma.

Supplemental and Concentration funds are being used to support students in several capacities including the provision of a career/transition specialist.

A focus on data monitoring and analysis.

Collaboration and training for teachers and para-professionals

Extended Learning opportunities for students

Aides for personalized learning

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).

School Psychologist

ROP Fees

The County Office plans to meet the MPP quantitatively on the services outlined in each Goal which will provide improved services implemented principally for the low income and foster youth students. All supplemental/concentration funds will be spent on the services outlined. Our planned spending of $149,083. on the services will meet the required MPP quantitatively.

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$97,042	12.69%

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).

Shasta County Independent Study Charter has examined both our core and supplemental services and defined the scope of each.

All actions will be principally directed to Low Income, English Learners and Foster Youth students, but will be offered Charterwide. Because of the large percentage of unduplicated students, it does not make sense to segregate the services to specific identified populations. Our students have needs to obtain an education in an independent fashion and will benefit from the services provided with the supplemental and concentration funds. Services are offered Charterwide because many students are credit deficient, need interventions to obtain grade level proficiencies and obtaining the basic skills necessary for obtaining a diploma.

Supplemental and Concentration funds are being used to support students in several capacities: Provision of a career coach
Data monitoring and analysis

Collaboration and training for teachers and para-professionals Extended Learning opportunities for students
Aides for personalized learning
School Psychologist
ROP Fees

The County Office plans to meet the MPP quantitatively on the services outlined in Part A which will provide improved services implemented principally for the low income and foster youth students. All supplemental/concentration funds will be spent on the services outlined. Our planned spending of $97,042. on the services will meet the required MPP quantitatively.

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 LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

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

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

Budget Summary

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

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

- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with

the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

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

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; 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 LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

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

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

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided

in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *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 LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not 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 Academic Performance Index;

C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;

D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);

E. The English learner reclassification rate;

F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and

G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

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

A. School attendance rates;

B. Chronic absenteeism rates;

C. Middle school dropout rates;

D. High school dropout rates; and

E. High school graduation rates;

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

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

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

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

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

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

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

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

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

(b) "Middle School dropout rate" shall be calculated as set forth in 5 *CCR* Section 1039.1.

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

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

    (2) The total number of cohort members.

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

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

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

    (2) The total number of cohort members.

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

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

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

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

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

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

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

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

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

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?

2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?

3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?

4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?

5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?

6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?

2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?

3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?

4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?

5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?

6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

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

Guiding Questions: Goals, Actions, and Services

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

Prepared by the California Department of Education, October 2016

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	259,290.00	176,275.34	259,290.00	222,141.00	231,762.00	713,193.00
	0.00	0.00	0.00	0.00	0.00	0.00
Base	0.00	0.00	0.00	0.00	0.00	0.00
General Fund	0.00	0.00	0.00	0.00	0.00	0.00
Other	0.00	669.00	0.00	6,400.00	2,400.00	8,800.00
Supplemental and Concentration	96,822.00	57,313.56	96,822.00	148,805.00	159,665.00	405,292.00
Title I	35,707.00	0.00	35,707.00	0.00	0.00	35,707.00
Title I Part A: Allocation	126,761.00	109,209.50	126,761.00	66,936.00	69,697.00	263,394.00
Title I Part D	0.00	4,203.85	0.00	0.00	0.00	0.00
Title II	0.00	4,879.43	0.00	0.00	0.00	0.00

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

Total Expenditures by Object Type						
Object Type	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	259,290.00	176,275.34	259,290.00	222,141.00	231,762.00	713,193.00
	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	110,598.00	66,567.45	110,598.00	65,397.00	68,667.00	244,662.00
2000-2999: Classified Personnel Salaries	56,754.00	45,294.08	56,754.00	69,545.00	72,930.00	199,229.00
3000-3999: Employee Benefits	58,238.00	40,274.39	58,238.00	49,999.00	52,465.00	160,702.00
4000-4999: Books And Supplies	4,000.00	2,429.99	4,000.00	0.00	0.00	4,000.00
5000-5999: Services And Other Operating Expenditures	12,000.00	10,009.43	12,000.00	25,500.00	26,000.00	63,500.00
5800: Professional/Consulting Services And Operating Expenditures	17,700.00	11,700.00	17,700.00	11,700.00	11,700.00	41,100.00

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

	Total Expenditures by Object Type and Funding Source						
Object Type	**Funding Source**	**2017-18 Annual Update Budgeted**	**2017-18 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
All Expenditure Types	All Funding Sources	259,290.00	176,275.34	259,290.00	222,141.00	231,762.00	713,193.00
		0.00	0.00	0.00	0.00	0.00	0.00
	General Fund	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Other	0.00	582.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	25,359.00	15,100.60	25,359.00	25,331.00	26,598.00	77,288.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	85,239.00	47,749.32	85,239.00	40,066.00	42,069.00	167,374.00
1000-1999: Certificated Personnel Salaries	Title I Part D	0.00	3,135.53	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Other	0.00	0.00	0.00	1,860.00	1,860.00	3,720.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	30,227.00	21,465.51	30,227.00	67,685.00	71,070.00	168,982.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	26,527.00	23,828.57	26,527.00	0.00	0.00	26,527.00
3000-3999: Employee Benefits	Other	0.00	87.00	0.00	540.00	540.00	1,080.00
3000-3999: Employee Benefits	Supplemental and Concentration	19,236.00	13,187.46	19,236.00	34,289.00	35,997.00	89,522.00
3000-3999: Employee Benefits	Title I	24,007.00	0.00	24,007.00	0.00	0.00	24,007.00
3000-3999: Employee Benefits	Title I Part A: Allocation	14,995.00	25,931.61	14,995.00	15,170.00	15,928.00	46,093.00
3000-3999: Employee Benefits	Title I Part D	0.00	1,068.32	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Supplemental and Concentration	4,000.00	2,429.99	4,000.00	0.00	0.00	4,000.00
5000-5999: Services And Other Operating Expenditures	Base	0.00	0.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Other	0.00	0.00	0.00	4,000.00	0.00	4,000.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	12,000.00	5,130.00	12,000.00	21,500.00	26,000.00	59,500.00

		Total Expenditures by Object Type and Funding Source					
Object Type	**Funding Source**	**2017-18 Annual Update Budgeted**	**2017-18 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
5000-5999: Services And Other Operating Expenditures	Title II	0.00	4,879.43	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	6,000.00	0.00	6,000.00	0.00	0.00	6,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	11,700.00	0.00	11,700.00	0.00	0.00	11,700.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	0.00	11,700.00	0.00	11,700.00	11,700.00	23,400.00

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

Total Expenditures by Goal						
Goal	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	118,252.00	99,425.54	118,252.00	115,879.00	121,550.00	355,681.00
Goal 2	134,814.00	70,628.03	134,814.00	99,473.00	103,086.00	337,373.00
Goal 3	6,224.00	6,221.77	6,224.00	6,789.00	7,126.00	20,139.00

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