

# 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	Shasta County Office of Education		
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## 2017-20 Plan Summary

### THE STORY

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

SCISC 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 and Anderson. The socio-economic status of the area is quite poor with around 70% of enrolled students qualifying for free and reduced lunch. The educational status of parents is typically high school graduates with a small percentage with some level of higher education. The ethnicity is primarily white, with a small percentage of Hispanic students. The program does not have any English Language Learners enrolled, which 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 around 100 students, in grades 7-12 (Material revisions submitted to board of education to serve k-12). The program targets students who prefer an education that is different than a comprehensive high school site. Students are frequently teen parents, credit deficient or who are looking for an accelerated model. The program serves an approximate 20% 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. 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. Support for intervention and acceleration alignment, analysis of testing data for determining instructional pathways will be a part of the assigned assistant principal duties.

## 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  
Increasing rigor and relevance of curriculum

Supporting students emotionally and academically to assure they are able to attend to their required work agreements.

These needs will be met through the support of an assistant principal and a social worker; both positions will be implemented in the 2017-18 school year.

## 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.

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

However, the greatest progress for the SCISC has been in the area of 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.

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

Students have greater access to intervention applications to personalize their intervention access.

Students have had opportunities to visit college campuses.

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, with the implementation of the California Learning Communities for School Success program, we will focus on attendance and parent engagement. We will improve our intervention program by using the Assistant Principal to focus on building a positive culture.

## GREATEST PROGRESS

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?

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 are of concern. This reveals a need for increased emphasis on the teachers' ability to implement Intervention strategies and applications, improve student completion of work assignments, and to modify the expectations for students who are academic and credit deficient.

Critical areas for improvement addressed by the WASC visiting committee include:

\*Providing opportunities for students to participate in activities that allow them to work together in a group setting to solve problems.

\*Continue the process of getting course approval, as it relates to the a-g requirements.

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.

Attendance/work completion stand out as the greatest need for our program.

The California Communities grant will focus on attendance. The Assistant Principal along with the Foster Youth/Homeless Director will provide accountability for students and staff with attendance/work completion.

Finally, we will examine transcripts, increase our FAFSA completion rate, and transition plans for our seniors.

## GREATEST NEEDS

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

## PERFORMANCE GAPS

At this time the program is not displayed in the LCFF Evaluation Rubrics,. 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, employment of an assistant principal, and the support of a 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 one day a week. 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.

## INCREASED OR IMPROVED SERVICES

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

Students will have access to improved curriculum alignment due to employment of the Assistant Principal and a .20 FTE for analysis of student achievement data for purpose of designing appropriate intervention instruction. Professional Development support for teachers will continue to emphasize the implementation of personalized learning pathways for increased academic achievement. Students will have access to a para-professional for the provision of tutoring.

We will increase services for low-income, Foster Youth, and Homeless Youth students through the services of the newly-hired social-worker.

## 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	\$1,107,902
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$259,290.00

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, chromebooks, supplies, furnitures, copiers, facilities lease, nurse and vehicle

\$907,364

Total Projected LCFF Revenues for LCAP Year

# Annual Update

LCAP Year Reviewed: 2016-17

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

## Goal 1

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

State and/or Local Priorities Addressed by this goal:

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

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

- Priority 1: Facilities will be maintained with FIT rating of “Good” or better.
- Priority 1: 100% of teachers will be highly qualified and appropriately assigned.
- Priority 1: 100% Curriculum will be aligned with state 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.
- Priority 4: Increase by 10% students meeting proficiency in ELA and Math based on CAASPP
- Priority 4: Increase student enrollment and completion of advanced placement courses, including A-G options, by 10% over 15-16 school year. Baseline = 0
- Priority 4: 100% of ELL students will be assessed annually for English Proficiency Priority 4: 70% of EL students will demonstrate increased proficiency on CELDT Priority 4: 20% of ELL students will be reclassified.

### ACTUAL

- Priority 1: Facilities have been maintained with FIT rating of “Good” or better.
- Priority 1: 100% of teachers are highly qualified and appropriately assigned.
- Priority 1: 80% of Curriculum is aligned with state standards. Work is needed to align math and science to State Standards.
- Priority 2: 100% of teachers are implementing 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.
- Priority 4: 27% students met proficiency in ELA and 3% in Math based on CAASPP from 2016
- Priority 4: A-G options are now available. Less than 5% of students were assigned to advanced placement or A-G approved courses.
- Priority 4: 0 ELL's were enrolled and none assessed.
- Priority 4: 0 EL students have not been enrolled during this school year.
- Priority 4: 0 ELL students were classified, and none were enrolled.

Priority 4: 10% more students will score "ready" on the EAP. Baseline = 0

Priority 7: Increase students enrolled in career orientation courses/ROP and concurrent enrollment by 20% over 15-16. Baseline = 13%

Priority 7: A robust course schedule will reflect student access to a broad course of study

Priority 4: The EAP section was not given. College and Career Readiness Scores are available through Achieve 3000.

Priority 7: 4 (3%) of students were enrolled in career orientation courses/ROP and 11 (10%) students were concurrently enrolled.

Priority 7: Students have access to a broad course of study via Odysseyware and personalized course assignments determined with teacher guidance.

## ACTIONS / SERVICES

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

Action	1
Actions/Services	<p><b>PLANNED</b></p> <p>1a. Teachers and paraprofessionals will participate in 30 hours of collaborations and PD that focus on:</p> <ul style="list-style-type: none"> <li>1. California Standards instruction (Math, ELA, NGSS, ELD)</li> <li>2. Curriculum alignment (Math, ELA, NGSS, ELD)</li> <li>3. Student outcome data</li> <li>4. Course Access including pathways curriculum through ROP partnership</li> <li>5. Review results of career interest surveys with students and coordinate completion of Individualized Career Learning Plans and career activities</li> </ul>
Expenditures	<p><b>ACTUAL</b></p> <p>1a: Over the course of the 2016-2017 school year, our staff has collaborated in over 105 hours of PD and collaborations emphasizing instructional strategies and improvement of student learning. With a focus on math and English-Language Arts, staff members have aligned curriculum to California State Standards and developed engaging, rigorous instructional strategies to improve student learning.</p> <p>ELA/ELD Sessions            Literacy skills across content areas            Common Core Companion for Aligning Standards-based Curriculum            Selecting evidence to support thesis            Writing Process            Writing fluency            Comprehension and vocabulary strategies</p> <p><b>BUDGETED</b></p> <p><b>ESTIMATED ACTUAL</b></p> <p>Collaboration scheduled during contract hours No cost</p>

		Collaboration scheduled during contract hours 1000-3999 Supplemental and Concentration \$6500	
Action Actions/Services	2	<p><b>PLANNED</b></p> <p>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.</p>	<p><b>ACTUAL</b></p> <p>1b. A content area expert was available to support and assist staff at every Collaboration and Professional development. Extensive support was provided for guiding and supporting staff in movement towards improved instructional planning and teaching.</p>
	Expenditures	<p><b>BUDGETED</b></p> <p>1000-3999 Title I Part A: Professional Development (PI Schools) \$5000</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>See Goal 1 Action 3 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$43,862</p>
Action Actions/Services	3	<p><b>PLANNED</b></p> <p>1d. Provision of Career Coach to provide guidance and coaching on course access, college and career readiness, monitor Individual Career Learning Plans and engage/coach parents and assist teachers in developing systems to monitor ILCP's.</p>	<p><b>ACTUAL</b></p> <p>1d Career coach worked with students, teachers, and parents to increase engagement in ROP courses, concurrent enrollment, and experiential work opportunities. Career coach worked with students on building resumes, interview skills, and the application process. Career coach worked with teachers to transfer ILCP into google forms format, teachers completed ILCP's for each student, career coach provided oversight and checked for completion and accuracy. Career Coordinator paid out of Career Readiness Block Grant</p>
	Expenditures	<p><b>BUDGETED</b></p> <p>2000-3999 Supplemental and Concentration \$54,200</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>5800: Professional/Consulting Services And Operating Expenditures Other \$10,783</p> <p>Career Coordinator 2000-2999: Classified Personnel Salaries Other \$4,212</p> <p>Career Coordinator 3000-3999: Employee Benefits Other \$1,691</p>
Action Actions/Services	4	<p><b>PLANNED</b></p>	<p><b>ACTUAL</b></p>

	<p>1e. Provide extended time to students to increase overall academic achievement and career and college readiness:</p> <p>Summer School 2017</p> <p>Additional availability of Para-educator for tutoring and academic assistance.</p>	<p>1e. 120 Summer school hours will be available for students to meet with a teacher during June 2017.</p> <p>Additional support is available via a para-educator has been hired for 6 hours per day. The para is providing tutoring and academic assistance to students. Additional support, via a teacher, has been provided for supplemental tutoring 1 day a week.</p>
Expenditures	<p><b>BUDGETED</b> 1000-3999 Supplemental and Concentration \$5900</p>	<p><b>ESTIMATED ACTUAL</b> No cost for teacher in summer school Teacher supplemental tutoring 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$4,281 Teacher supplemental tutoring 3000-3999: Employee Benefits Supplemental and Concentration \$249 Para Educator 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$15,625 Para Educator 3000-3999: Employee Benefits Supplemental and Concentration \$5,222</p>

## Action 5

Actions/Services	<p><b>PLANNED</b> 1f. Facilities will be maintained with FIT rating of "Good" or better.</p>	<p><b>ACTUAL</b> 1f. Facilities are maintained at a fit rating of 'Good' or better.</p>
Expenditures	<p><b>BUDGETED</b> No cost as facility maintenance is provided by SCOE general fund.</p>	<p><b>ESTIMATED ACTUAL</b> No cost as facility maintenance is provided by SCOE general fund. No cost</p>

## Action 6

Actions/Services	<p><b>PLANNED</b> 1g. Teachers will update ILCP's quarterly.</p>	<p><b>ACTUAL</b> 1g. Teacher's updated ILCP's quarterly for every student via google forms. Career coach monitored ensuring accuracy and full completion.</p>
Expenditures	<p><b>BUDGETED</b> Part of regular duty No cost</p>	<p><b>ESTIMATED ACTUAL</b> Part of regular duty No cost</p>

## Action 7

Actions/Services Expenditures	<b>PLANNED</b> 1i. School administration will monitor teachers credentials and assignments for compliance as part of regular duties  <b>BUDGETED</b> No additional cost. Part of administrator's duties \$0	<b>ACTUAL</b> 1i. Credentials and assignments are monitored through a partnership with human resources.  <b>ESTIMATED ACTUAL</b> No additional cost. Part of administrator's duties \$0
Action 8 Actions/Services Expenditures	<b>PLANNED</b> 1j. . Assure students have access to counseling and social-emotional guidance via availability of a school psychologist.  <b>BUDGETED</b> 1000-3999 Base \$9000	<b>ACTUAL</b> 1j. A school psychologist is available for student support at 1 day a week by request.. Additional group sessions were provided by Youth Violence Prevention Council 1 day a week. Emphasis included life skills and future planning.  <b>ESTIMATED ACTUAL</b> Psychologist 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$2966 Psychologist 3000-3999: Employee Benefits Supplemental and Concentration \$736 Counseling Services 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$6000

### 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.	Utilization of collaboration and Professional Development time has moved our independent study teachers towards full implementation of common core strategies in the independent setting. Work is still needed in providing venues to allow students to collaborate and communicate on content topics. Due to the ELA support, teachers have started to convert ERWC lessons to Google Formats for use in Google Classroom.  The school psychologist has mainly been available to conduct assessments, if necessary. Implementation of the YVPC weekly groups was challenging, but still necessary.  The support of the Career Coach has assured that college based field trips, ILCP's and certification course have been offered to students.
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Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Collaboration and PD time has been effective in training teachers in how to transition work assignments to Google and align them to common core. An extensive bank of aligned lessons is available in Google Folders. Full deployment of Google classroom is still necessary.

The support of the Coordinator for development of field trips, monitoring ILCP completion and organization of certification courses is critical. 3 trips were completed (HSU, SOU, CSUCHICO), ILCP's completed and 3 certification courses offered. This would not happen without a coordinator. Teacher time and emphasis on curriculum is necessary.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Change in personnel triggered a shift in funding source for action 2 and 3. Content coach assisted with career coordination. Action 4; Summer school is operating at no cost, included in teacher contract transitioned from JCS. Action 8; in'lieu of providing individual counseling services we provided group counseling services .

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 Coordinator time will be reduced. Support and monitoring will be available through the Assistant Principal. Collaboration will occur every other week. A .20 Intervention Teacher will be available for analysis of student assessment and alignment of appropriate lessons.

# Annual Update

LCAP Year Reviewed: 2016-17

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

## Goal 2

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

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

- Priority 2: 100% of students will access online standards based individualized learning paths.
- 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.
- Priority 4: Increase student enrollment and completion of advanced placement courses, including A-G options, by 10% over 15-16 school year
- Priority 5: Graduation rates will increase by 10% over 15-16 due to expanded learning platforms and course availability.
- Priority 7: 100% of students will be engaged in a broad course of study due to enhanced online offerings.
- 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

### ACTUAL

- Priority 2: 85 % of students accessed online standards based individualized learning paths.
- Priority 3: The career/parent coach aided in conducting 2 parent meetings to garner input from parents regarding school decisions. Parent surveys were conducted with 25% participation. Recruitment of Independent Study representation at school site council meetings is still necessary.
- Priority 4: Student enrollment in advanced placement courses continues to be an issue. However, our program is now certified to offer A-G options and is uploading courses to the UC system. Engagement in Advanced Placement and a-g was less than 10%.
- Priority 5: 46% graduation rate
- Priority 7: 100% of students had access to a broad course of study due to enhanced online offerings.
- Priority 8: All students took pre-enrollment assessment via 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	<b>1</b>	
Actions/Services	<p><b>PLANNED</b> 2a. Support will be provided for developing coursework via Google Classroom.</p>	<p><b>ACTUAL</b> 2a. Through a collaborative effort, we have used a template to design high quality, standards-based lessons. These lessons are accessible in a shared collection of documents and resources, located in Google Drive. Units have been developed within the Google Classroom and will also be available for teacher use, in the shared collection of academic units. Less than 50% of student work is placed in Google Class.</p>
Expenditures	<p><b>BUDGETED</b> 1000-3999 Title I Part A: Professional Development (PI Schools) \$11,200</p>	<p><b>ESTIMATED ACTUAL</b> See Goal 1 Action 2</p>
Action	<b>2</b>	
Actions/Services	<p><b>PLANNED</b> 2b. Students will have access to internet and technology via a checkout system.</p>	<p><b>ACTUAL</b> 2b. Incoming and existing students and parents sign a technology use agreement in order to checkout chrome books. This access allows students to gain internet access for completion of classwork, Google Classroom, general research and instructor email access. A few students report not having WiFi access when OFF campus.</p>
Expenditures	<p><b>BUDGETED</b> Purchased in 2015-2016</p>	<p><b>ESTIMATED ACTUAL</b> No additional cost No cost</p>
Action	<b>3</b>	
Actions/Services	<p><b>PLANNED</b> 2c. Assure students have participation in ROP classes, experiential work programs and online career based instruction.</p>	<p><b>ACTUAL</b> Eligible independent study students have the opportunity to enroll in a ROP course at the beginning of the year and after winter break. 4 students completed over 75% of ROP enrollment.</p>

Expenditures	<b>BUDGETED</b>	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$4170	<b>ESTIMATED ACTUAL</b>	ROP Fees 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$8,000
	<b>5800: Professional/Consulting Services And Operating Expenditures Base</b>	\$4500	<b>ESTIMATED ACTUAL</b>	ROP Fees 5800: Professional/Consulting Services And Operating Expenditures Other \$2,900
Action	<b>4</b>			
Actions/Services	<b>PLANNED</b>	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	<b>ACTUAL</b>	2d. A broad course of study is available. Extended Learning options have been offered. Certification courses were offered.
Expenditures	<b>BUDGETED</b>	5800: Professional/Consulting Services And Operating Expenditures Title I Part A: Allocation \$7000	<b>ESTIMATED ACTUAL</b>	Odysseyware 5800: Professional/Consulting Services And Operating Expenditures Title I Part A: Allocation \$10,000
Action	<b>5</b>			
Actions/Services	<b>PLANNED</b>	2e. Teachers will assure students take assessments for the purpose of designing intervention and acceleration with the assistance of a para-educator;	<b>ACTUAL</b>	2e. Teachers gave online interventions and assessments in Odysseyware, iLearn and Achieve 3000. Benchmarks are given via NWEA Map for determination of student growth. Para educator reviewed results and worked with students on individualized growth plans.
Expenditures	<b>BUDGETED</b>	2000-3999 Base \$17,400	<b>ESTIMATED ACTUAL</b>	See Goal 1 Action 4

## 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.

Support has been provided for teachers to increase their knowledge and ability to implement Google learning platforms, work is needed in teacher deployment of Google Class. Students are given intake assessments. Access to technology has increased. Student access to college and career activities has been increased. Engagement in ROP is limited, but still desired. The CTE implementation/planning grant will aide in development of a CTE medical fields pathway.

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

100% of teachers have improved their knowledge of Google strategies. All teachers still have room for increased implementation of the online learning systems and how to use them for designing lessons and instruction. While A-G approved courses are now in place, developing schedules for the provision of labs, instructing multiple students, vs. 1-1 appointments is necessary. Due to the successful Health Pathway CTE application for planning a pathway, by 18-19, students will have full access to a health career pathway.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There is not a large variance in expenditures. Action 1 was slightly less, as the Content Coach also provided support for Google instruction.

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.

An action will be added to address a Google elective. This will be found in Goal 2.

# Annual Update

LCAP Year Reviewed: 2016-17

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

## Goal 3

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

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

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.

Priority 5: Less than 10% of students enrolled in the program will be disenrolled due to non-completion of daily engagement records;

Priority 5: Increase graduation rates by 10% over 15-16 baseline.

Priority 5: Chronic absenteesim isn't applicable in that students must complete work to remain enrolled.

Priority 6: 100% of parents/guardians and students will indicate a positive experience in their Charter Experience based on surveys measuring satisfaction with communications, relationships, academic support, access to Aeries - ParentLink

Priority 6: Suspension and expulsion rates aren't applicable in the Independent Study Charter due to non-classroom based instruction model.

### ACTUAL

Priority 3: 71% of parents/guardians and 38% of students participated 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.

Priority 5: 18 % of students enrolled in the program were dis-enrolled due to non-completion of daily engagement records

Priority 5: 46% Graduation rate, 15-16 rate 42%

Priority 5: Chronic absenteesim isn't applicable in that students must complete work to remain enrolled.

Priority 6: 92% of parents/guardians (21 responses) indicate a positive experience in their Charter Experience based on surveys measuring satisfaction with communications, relationships, academic support, access to Aeries - ParentLink; 89% of students indicate a positive experience in their Charter Experience based on surveys measuring satisfaction with communications, relationships, academic support, access to Aeries - ParentLink

Priority 6: Suspension and expulsion rates aren't applicable in the Independent Study Charter due to non-classroom based instruction model.

## ACTIONS / SERVICES

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

Action	<b>1</b>	
Actions/Services	<p><b>PLANNED</b> 3a. Teachers will be trained in implementation of Aeries - Parent Link; regularly update student data.</p>	<p><b>ACTUAL</b> 3a. Teachers were trained in use of Aeries program regarding scheduling and grade entry. Transcript update and attendance use of Aeries are currently in use by teachers. Additional support/training is available on an as need basis. Mechanisms for regular input are not in place.</p>
Expenditures	<p><b>BUDGETED</b> 5800: Professional/Consulting Services And Operating Expenditures Base \$1500</p>	<p><b>ESTIMATED ACTUAL</b> \$0</p>
Action	<b>2</b>	
Actions/Services	<p><b>PLANNED</b> 3b. A 1 page Summary 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)</p>	<p><b>ACTUAL</b> 3b. College and career readiness electives were hosted that included a slide show with information. One page FAFSA pages were created and distributed to parents about financial aide.</p>
Expenditures	<p><b>BUDGETED</b> See 1d.</p>	<p><b>ESTIMATED ACTUAL</b> See 1d</p>
Action	<b>3</b>	
Actions/Services	<p><b>PLANNED</b> 3c. The Individual Learning and Career Plan Template (ILCP's) will be updated to reflect the suspension of CAHSEE; career activities and student progress towards meeting state standards as measured by online 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.</p>	<p><b>ACTUAL</b> 3c. ILCP's were updated to include metrics for career and college readiness and engagement in preparatory activities. ILCP was converted into a google form for ease of tracking information. Teachers share ILCP's with students and parents each quarter at regular weekly meeting.</p>

Expenditures	BUDGETED See 1d.	ESTIMATED ACTUAL See 1d.
Action	4	
Actions/Services	<b>PLANNED</b> 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.	<b>ACTUAL</b> 3d. The data technician has supported alignment in Cal-pads and special education information system.
Expenditures	<b>BUDGETED</b> 2000-3999 Supplemental and Concentration \$13,400	<b>ESTIMATED ACTUAL</b> Data tech 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$4,001  Data Tech 3000-3999: Employee Benefits Supplemental and Concentration \$1450

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.	Teacher engagement in regular input to Aeries is necessary for updated availability of parent access to student progress.  Venues have been provided to engage parents in providing program feedback. Significant personal communication occurs at intake and at weekly appointments.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Teachers have the knowledge of Aeries, work is necessary in modifying the platform for independent study implementation.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	There were not any major differences or variances in budget 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.

Support for Aeries training will be included. This will be found in Goal 3.

# Stakeholder Engagement

LCAP Year

2017–18  2018–19  2019–20

## INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

Stakeholders have been involved in every aspect of the development of the 2016-17 Shasta County Independent Study Charter School LCAP. Stakeholder groups include teachers, parents, students, community members via the YVPC, Parent Advisory/SSC, SCOE 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 2016-17 School Year. The following dates/activities represent stakeholder input:

Administrative Cabinet Updates/Input: (5/30/17)

School Site Council Goals Update/Input: 09/27/2016, 11/29/2016, 2/28/2017, 4/25/2017;

Achievement Night Parent Input Boards: 12/14/2016, 05/16/2017

YVPC Community Member Goal Progress: 3/23/17

Student Stakeholder Surveys/Forums: 12/14/16; 5/16/17; 5/31/17;

March-April Open Surveys (included Special Education students)

Teachers: Monday Collaboration/PD meetings; 8/22/2016-5/22/2017

LCAP meeting; 10/10/16, 12/1/16, 12/8/16, 1/25/17, 3/14/17, 3/29/17, 4/19/17

Student Programs Manager's Meeting; March 17, 2017

- Bargaining Units: CTA 04/06/2017; CSEA 04/05/2017

## 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; Behavioral Data (suspensions/referrals/attendance) is not necessary, work completion 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 emphasized the need to offer social-emotional development options for students, along with career/work opportunities. Students have participated in surveys and focus groups and indicate the need for highly engaging instruction from teachers who develop relationships and high expectations. Student performance in the areas of math and ELA are concerning and there is an interest in delivering intervention sessions to assure students are receiving adequate instruction to meet their needs. 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 28, 2017 and will approve the document on June 28, 2017.

## 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 ROP, 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.
- 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 dates/activities represent stakeholder input:

The BOE 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 FAFSA 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 counseling via YVPC and the Social 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.

	<input type="checkbox"/> New	<input type="checkbox"/> Modified	<input checked="" type="checkbox"/> Unchanged					
<b>Goal 1</b>	Goal 1: Ensure that ALL students graduate college and career ready.							
<u>State and/or Local Priorities Addressed by this goal:</u>	STATE <input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input checked="" type="checkbox"/> 7	<input type="checkbox"/> 8
	COE <input type="checkbox"/> 9	<input type="checkbox"/> 10						
	LOCAL							
<u>Identified Need</u>	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.							

## EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 1: Local Indicator/ Facilities in good repair	Facilities receive Good or better 15-16	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.	Priority 1: Facilities will be maintained with FIT rating of "Good" or better.
Priority 1: Local Indicator/ Teacher credential	100% of teachers are highly qualified and appropriately credentialed.	Priority 1: 100% of teachers will be 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.
Priority 1: Local Indicator/ Instructional materials	80% of curriculum is aligned.	Priority 1: 100% Curriculum will be aligned with state standards	Priority 1: 100% Curriculum will be aligned with state standards	Priority 1: 100% Curriculum will be aligned with state standards
Priority 2: Local Indicator/ Implementation of State Standards/ELD	80% of teachers are fully implementing aligned standards based work.	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	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	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.	Learners access to the CCSS and the ELD standards.	Learners access to the CCSS and the ELD standards.
Priority 4: State Indicator/College and Career Indicator/EAP-11th Grade SBAC results	27% met or exceeded proficiency in ELA-2016; 26% met or exceeded proficiency in Math-2016.	Priority 4: Increase by 5% over 16-17 students meeting proficiency in ELA and Math.	Priority 4: Increase by 5% over 17-18 students meeting proficiency in ELA and Math.	Priority 4: Increase by 5% over 18-19 students meeting proficiency in ELA and Math.
Priority 4: State Indicator/College and Career Indicator/AP pass rate	0% of students are in advanced placement or in a-g classes. Classes are now certified.	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
Priority 4: State Indicator/Academic Indicator/English Language Progress Indicator	0 EL's were enrolled.	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	Priority 4: 100% of ELL students will be assessed annually for English Proficiency
Priority 4: State Indicator/Academic Indicator/CELDT proficiency rates	0 EL's were enrolled.	Priority 4: 70% of EL students will demonstrate increased proficiency on CELDT	Priority 4: 70% of EL students will demonstrate increased proficiency on CELDT	Priority 4: 70% of EL students will demonstrate increased proficiency on CELDT
Priority 4: State Indicator/Academic Indicator/CELDT proficiency rates	0 EL's were enrolled.	Priority 4: 20% of ELL students will be reclassified.	Priority 4: 20% of ELL students will be reclassified.	Priority 4: 20% of ELL students will be reclassified.
Priority 4: State Indicator/College and Career Indicator/EAP-11th Grade SBAC results	0 % of students were scoring ready on the EAP.	Priority 4: 5% more students over 17-18 will score "ready" on the EAP.	Priority 4: 5% more students over 17-18 will score "ready" on the EAP.	Priority 4: 5% more students over 17-18 will score "ready" on the EAP.
Priority 7: Local Metric/Programs/services developed and provided to unduplicated pupils	13% of students were involved in career orientation courses/ROP and concurrent enrollment, 2015-16.	Priority 7: Increase students enrolled in career orientation courses/ROP and concurrent enrollment by 20% over 16-17.	Priority 7: Increase students enrolled in career orientation courses/ROP and concurrent enrollment by 10% over 17-18.	Priority 7: Increase students enrolled in career orientation courses/ROP and concurrent enrollment by 10% over 18-19.
Priority 7: Local Metric/A broad course of study	A robust course schedule is available.	Priority 7: A robust course schedule will reflect student access to a broad course of study	Priority 7: A robust course schedule will reflect student access to a broad course of study	Priority 7: A robust course schedule will 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:

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

OR

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

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

### ACTIONS/SERVICES

#### 2017-18

New    Modified    Unchanged

- 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.

#### 2018-19

New    Modified    Unchanged

- 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.

#### 2019-20

New    Modified    Unchanged

- 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.

2 additional days for curriculum development are planned.

2 additional days for curriculum development are planned.

2 additional days for curriculum development are planned.

### BUDGETED EXPENDITURES

2017-18

Amount	\$4650
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries 2 days x 4 teachers-Salaries
Amount	\$941
Source	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits 2 days x 4 teachers-Benefits

2018-19

Amount	\$4882
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries 2 days x 4 teachers-Salaries
Amount	\$994
Source	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits 2 days x 4 teachers-Benefits

2019-20

Amount	\$5125
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries 2 days x 4 teachers-Salaries
Amount	\$1044
Source	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits 2 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

All     Students with Disabilities   

Location(s)

All Schools     Specific Schools:     Specific Grade spans:

OR

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

Students to be Served

English Learners     Foster Youth     Low Income

Scope of Services

LEA-wide     Schoolwide

**OR**     Limited to Unduplicated Student Group(s)

Location(s)

All Schools     Specific Schools:     Specific Grade spans:

ACTIONS/SERVICES

2017-18

 New    Modified    Unchanged

2018-19

 New    Modified    Unchanged

2019-20

 New    Modified    Unchanged

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 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 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

2017-18

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

2018-19

Amount	\$5486
Source	Title I Part A: Allocation
Budget Reference	1000-1999: Certificated Personnel Salaries Salaries
Amount	\$1869
Source	Title I Part A: Allocation
Budget Reference	3000-3999: Employee Benefits

2019-20

Amount	\$5760
Source	Title I Part A: Allocation
Budget Reference	1000-1999: Certificated Personnel Salaries Salaries
Amount	\$1962
Source	Title I Part A: Allocation
Budget Reference	3000-3999: Employee Benefits

Action **3**

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

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

OR

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

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

ACTIONS/SERVICES**2017-18**

New    Modified    Unchanged

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.

**2018-19**

New    Modified    Unchanged

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.

**2019-20**

New    Modified    Unchanged

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.

BUDGETED EXPENDITURES**2017-18**

Amount	\$9021
Source	Title I Part A: Allocation
Budget Reference	1000-1999: Certificated Personnel Salaries Math Coach
Amount	\$2069
Source	Title I Part A: Allocation
Budget Reference	3000-3999: Employee Benefits Benefits

**2018-19**

Amount	\$9472
Source	Title I Part A: Allocation
Budget Reference	1000-1999: Certificated Personnel Salaries Math Coach
Amount	\$2172
Source	Title I Part A: Allocation
Budget Reference	3000-3999: Employee Benefits Benefits

**2019-20**

Amount	\$9945
Source	Title I Part A: Allocation
Budget Reference	1000-1999: Certificated Personnel Salaries Math Coach
Amount	\$2281
Source	Title I Part A: Allocation
Budget Reference	3000-3999: Employee Benefits Benefits

Action **4**

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

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

OR

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

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

**ACTIONS/SERVICES**

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

**BUDGETED EXPENDITURES**

2017-18	2018-19	2019-20
Amount \$8832	Amount \$9273	Amount \$9737
Source Supplemental and Concentration	Source Supplemental and Concentration	Source Supplemental and Concentration
Budget Reference 2000-2999: Classified Personnel Salaries Salaries	Budget Reference 2000-2999: Classified Personnel Salaries Salaries	Budget Reference 2000-2999: Classified Personnel Salaries Salaries
Amount \$3925	Amount \$4121	Amount \$4327
Source Supplemental and Concentration	Source Supplemental and Concentration	Source Supplemental and Concentration

Budget Reference	3000-3999: Employee Benefits Benefits	Budget Reference	3000-3999: Employee Benefits Benefits	Budget Reference	3000-3999: Employee Benefits Benefits
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**Action 5**

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

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

OR

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

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

ACTIONS/SERVICES

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

2017-18	2018-19	2019-20
Amount \$16873	Amount \$17715	Amount \$18601
Source Supplemental and Concentration	Source Supplemental and Concentration	Source Supplemental and Concentration

Budget Reference	2000-2999: Classified Personnel Salaries Para Educator Salary	Budget Reference	2000-2999: Classified Personnel Salaries Para Educator Salary	Budget Reference	2000-2999: Classified Personnel Salaries Para Educator Salary
Amount	\$5903	Amount	\$6198	Amount	\$6508
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits Para Educator Benefit	Budget Reference	3000-3999: Employee Benefits Para Educator Benefit	Budget Reference	3000-3999: Employee Benefits Para Educator Benefit

**Action 6**

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

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

OR

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

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

**ACTIONS/SERVICES**

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

Amount	\$0	Amount	\$0	Amount	\$0
Source	General Fund	Source	General Fund	Source	General Fund
Budget Reference	No cost as facility maintenance is provided by SCOE general fund.	Budget Reference	No cost as facility maintenance is provided by SCOE general fund.	Budget Reference	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

All     Students with Disabilities   

Location(s)

All Schools     Specific Schools:     Specific Grade spans:

OR

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

Students to be Served

English Learners     Foster Youth     Low Income

Scope of Services

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

Location(s)

All Schools     Specific Schools:     Specific Grade spans:

ACTIONS/SERVICES**2017-18****2018-19****2019-20**

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
1g. Teachers will update ILCP's quarterly.	1g. Teachers will update ILCP's quarterly.	1g. Teachers will update ILCP's quarterly.

BUDGETED EXPENDITURES**2017-18****2018-19****2019-20**

Amount	\$0	Amount	\$0	Amount	\$0
Budget Reference	Included in teachers regular duty	Budget Reference	Included in teachers regular duty	Budget Reference	Included in teachers regular duty

Action **8**

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

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

OR

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

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

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

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.

**2018-19**

New  Modified  Unchanged

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.

**2019-20**

New  Modified  Unchanged

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.

BUDGETED EXPENDITURES

**2017-18**

Amount \$6000

**2018-19**

Amount \$6000

**2019-20**

Amount \$6000

Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Youth Violence prevention Council	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Youth Violence prevention Council	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Youth Violence prevention Council
Amount	\$1952	Amount	\$2048	Amount	\$2150
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries percentage of school psychologist	Budget Reference	1000-1999: Certificated Personnel Salaries percentage of school psychologist	Budget Reference	1000-1999: Certificated Personnel Salaries percentage of school psychologist
Amount	\$516	Amount	\$541	Amount	\$568
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits School Psychologist	Budget Reference	3000-3999: Employee Benefits School Psychologist	Budget Reference	3000-3999: Employee Benefits School Psychologist
Amount	\$26,527	Amount	\$27,853	Amount	\$29,246
Source	Title I Part A: Allocation	Source	Title I Part A: Allocation	Source	Title I Part A: Allocation
Budget Reference	2000-2999: Classified Personnel Salaries 64% Social Worker Salary	Budget Reference	2000-2999: Classified Personnel Salaries 64% Social Worker Salary	Budget Reference	2000-2999: Classified Personnel Salaries 64% Social Worker Salary
Amount	\$11,146	Amount	\$11,703	Amount	\$12,288
Source	Title I Part A: Allocation	Source	Title I Part A: Allocation	Source	Title I Part A: Allocation
Budget Reference	3000-3999: Employee Benefits 64% Social Worker Benefits	Budget Reference	3000-3999: Employee Benefits 64% Social Worker Benefits	Budget Reference	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:

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

OR

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

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

ACTIONS/SERVICES**2017-18** New    Modified    Unchanged

1i. School administration will monitor teachers credentials and assignments for compliance as part of regular duties

**2018-19** New    Modified    Unchanged

1i. School administration will monitor teachers credentials and assignments for compliance as part of regular duties

**2019-20** New    Modified    Unchanged

1i. School administration will monitor teachers credentials and assignments for compliance as part of regular duties

BUDGETED EXPENDITURES**2017-18**

Amount      \$0

Source      General Fund

Budget Reference      No additional cost. Part of administrator's duties

**2018-19**

Amount      \$0

Source      General Fund

Budget Reference      No additional cost. Part of administrator's duties

**2019-20**

Amount      \$0

Source      General Fund

Budget Reference      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:

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

**OR**

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

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

ACTIONS/SERVICES**2017-18** New     Modified     Unchanged**2018-19** New     Modified     Unchanged**2019-20** New     Modified     Unchanged

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**2017-18**

Amount    \$8757

Source    Supplemental and Concentration

Budget Reference    1000-1999: Certificated Personnel Salaries Teacher Intervention

Amount    \$4135

Source    Supplemental and Concentration

Budget Reference    3000-3999: Employee Benefits Teacher Intervention

**2018-19**

Amount    \$9194

Source    Supplemental and Concentration

Budget Reference    1000-1999: Certificated Personnel Salaries Teacher Intervention

Amount    \$4341

Source    Supplemental and Concentration

Budget Reference    3000-3999: Employee Benefits Teacher Intervention

**2019-20**

Amount    \$9654

Source    Supplemental and Concentration

Budget Reference    1000-1999: Certificated Personnel Salaries Teacher Intervention

Amount    \$4558

Source    Supplemental and Concentration

Budget Reference    3000-3999: Employee Benefits Teacher Intervention

# 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.

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	
<b>Goal 2</b>	Ensure all students are engaged in rigorous and relevant blended learning coursework, incorporating appropriate technology and tools.
<u>State and/or Local Priorities Addressed by this goal:</u>	STATE <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 COE <input type="checkbox"/> 9 <input type="checkbox"/> 10 LOCAL
<u>Identified Need</u>	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
Priority 2: Local Indicator/Implementation of State Standards/ELD	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.
Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool	71% of parents contributed to parent meetings and provided input during the 16-17 school year.	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.	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.	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.
Priority 4: College and Career Ready/A-G course completion	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.
Priority 5: State Indicator/Student	36% was the 16-17 Graduation Rate.	Priority 5: Graduation rates will increase by 10% over 16-17 due	Priority 5: Graduation rates will increase by 10% over 17-18 due	Priority 5: Graduation rates will increase by 10% over 18-19 due

Engagement/High School Graduation Rate Indicator		to expanded learning platforms and course availability.	to expanded learning platforms and course availability.	to expanded learning platforms and course availability.
Priority 7: Local Metric/A broad course of study	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.
Priority 8: Local Metric/Other student outcomes (Local Assessments, Interims, MAPs, etc.)	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 for placement in an Individualized standards path and Achieve 3000 for Individualized Lexile level reading placements.	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.	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.

### PLANNED ACTIONS / SERVICES

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

#### Action **1**

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

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

OR

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

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

### ACTIONS/SERVICES

**2017-18**

**2018-19**

**2019-20**

New  Modified  Unchanged

New  Modified  Unchanged

New  Modified  Unchanged

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.

2a. Support will be provided for assisting teachers and students in developing and submitting coursework in blended learning technology friendly formats.

### BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	\$10000	Amount	\$10000	Amount	\$10000
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries PSA for Google Support and Elective	Budget Reference	1000-1999: Certificated Personnel Salaries PSA for Google Support and Elective	Budget Reference	1000-1999: Certificated Personnel Salaries PSA for Google Support and Elective
Amount	\$2114	Amount	\$2200	Amount	\$2444
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits PSA for Google and Elective	Budget Reference	3000-3999: Employee Benefits PSA for Google and Elective	Budget Reference	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

All  Students with Disabilities

Location(s)

All Schools  Specific Schools:  Specific Grade spans:

OR

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

Students to be Served

English Learners  Foster Youth  Low Income

Scope of Services

LEA-wide  Schoolwide

OR  Limited to Unduplicated Student Group(s)

<u>Location(s)</u>	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:
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ACTIONS/SERVICES**2017-18**

New    Modified    Unchanged

2b. Students will have access to internet and technology via a checkout system.

**2018-19**

New    Modified    Unchanged

2b. Students will have access to internet and technology via a checkout system.

**2019-20**

New    Modified    Unchanged

2b. Students will have access to internet and technology via a checkout system.

BUDGETED EXPENDITURES**2017-18**

Amount      \$0

Source      Supplemental and Concentration

Budget Reference      2000-2999: Classified Personnel Salaries  
See Para costs 1e

**2018-19**

Amount      \$0

Source      Supplemental and Concentration

Budget Reference      2000-2999: Classified Personnel Salaries  
See Para costs 1e

**2019-20**

Amount      \$0

Source      Supplemental and Concentration

Budget Reference      2000-2999: Classified Personnel Salaries  
See Para costs 1e

**3**

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

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

**OR**

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

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

ACTIONS/SERVICES**2017-18**

New    Modified    Unchanged

**2018-19**

New    Modified    Unchanged

**2019-20**

New    Modified    Unchanged

2c. Assure students have access to participation in ROP classes, experiential work programs, and field trips

2c. Assure students have access to participation in ROP classes, experiential work programs, and field trips

2c. Assure students have access to participation in ROP classes, experiential work programs, and field trips

BUDGETED EXPENDITURES**2017-18**

Amount	\$7000
Source	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures ROP Work Programs
Amount	\$4000
Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Field Trips

**2018-19**

Amount	\$8000
Source	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures ROP Work Programs
Amount	\$4000
Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Field Trips

**2019-20**

Amount	\$9000
Source	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures ROP Work Programs
Amount	\$4000
Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Field Trips

**Action 4**

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

Students to be Served    All    Students with Disabilities  

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

**OR**

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

Students to be Served    English Learners    Foster Youth    Low Income

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

<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:
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ACTIONS/SERVICES**2017-18**

New    Modified    Unchanged

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

**2018-19**

New    Modified    Unchanged

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

**2019-20**

New    Modified    Unchanged

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**2017-18**

Amount      \$70993

Source      Title I Part A: Allocation

Budget Reference      1000-1999: Certificated Personnel Salaries  
Assistant Principal's duties

Amount      \$24007

Source      Title I

Budget Reference      3000-3999: Employee Benefits  
Assistant Principal

Amount      \$11700

Source      Title I

Budget Reference      5800: Professional/Consulting Services And Operating Expenditures  
Odysseyware

**2018-19**

Amount      \$74542

Source      Title I Part A: Allocation

Budget Reference      1000-1999: Certificated Personnel Salaries  
Assistant Principal's duties

Amount      \$25207

Source      Title I

Budget Reference      3000-3999: Employee Benefits  
Assistant Principal

Amount      \$11700

Source      Title I

Budget Reference      5800: Professional/Consulting Services And Operating Expenditures  
Odysseyware

**2019-20**

Amount      \$78269

Source      Title I Part A: Allocation

Budget Reference      1000-1999: Certificated Personnel Salaries  
Assistant Principal's duties

Amount      \$26467

Source      Title I

Budget Reference      3000-3999: Employee Benefits  
Assistant Principal

Amount      \$11700

Source      Title I

Budget Reference      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:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/>
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Location(s)

All Schools     Specific Schools:

Specific Grade spans:

OR

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

Students to be Served

English Learners     Foster Youth     Low Income

Scope of Services

LEA-wide     Schoolwide

OR     Limited to Unduplicated Student Group(s)

Location(s)

All Schools     Specific Schools:

Specific Grade spans:

ACTIONS/SERVICES**2017-18**

New     Modified     Unchanged

**2018-19**

New     Modified     Unchanged

**2019-20**

New     Modified     Unchanged

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**2017-18**

Amount    \$0  
Source    Supplemental and Concentration  
Budget Reference    2000-2999: Classified Personnel Salaries  
See Para costs 1e

**2018-19**

Amount    \$0  
Source    Supplemental and Concentration  
Budget Reference    2000-2999: Classified Personnel Salaries  
See para Costs 1e

**2019-20**

Amount    \$0  
Source    Supplemental and Concentration  
Budget Reference    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

All     Students with Disabilities

Location(s)

All Schools     Specific Schools:

Specific Grade spans:

OR

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

Students to be Served

English Learners     Foster Youth     Low Income

Scope of Services

LEA-wide     Schoolwide

**OR**     Limited to Unduplicated Student Group(s)

Location(s)

All Schools     Specific Schools:

Specific Grade spans:

ACTIONS/SERVICES**2017-18**

New     Modified     Unchanged

**2018-19**

New     Modified     Unchanged

**2019-20**

New     Modified     Unchanged

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

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

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**2017-18**

Amount	\$5000
Source	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Conferences

**2018-19**

Amount	\$5000
Source	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Conferences

**2019-20**

Amount	\$5000
Source	Supplemental and Concentration
Budget Reference	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.

	<input type="checkbox"/> New	<input type="checkbox"/> Modified	<input checked="" type="checkbox"/> Unchanged					
<b>Goal 3</b>	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.							
<u>State and/or Local Priorities Addressed by this goal:</u>	STATE <input type="checkbox"/> 1	<input type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8
	COE <input type="checkbox"/> 9	<input type="checkbox"/> 10						
	LOCAL							
<u>Identified Need</u>	<u> </u> % of parents were familiar with their students graduation requirements. <u> </u> % of students were aware of their requirements for graduation.							

## EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool	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 unduplicated pupils and students with exceptional needs.	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.	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.
Priority 5: Local Metric/Student Engagement/High school dropout rate	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: State Indicator/Student Engagement/High School Graduation Rate Indicator	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: Local Indicator/Local tool for school climate	88% of students (existing 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 6: Local Indicator/Local tool for school climate	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:

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

OR

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

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

### ACTIONS/SERVICES

**2017-18**

**2018-19**

**2019-20**

New     Modified     Unchanged

New     Modified     Unchanged

New     Modified     Unchanged

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 annual training for teachers regarding student data input. Parents will be provided with information 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

**2017-18**

Amount	\$0
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures See Conferences 2f

**2018-19**

Amount	\$0
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures See conference 2f

**2019-20**

Amount	\$0
Source	Base
Budget Reference	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  All  Students with Disabilities

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

OR

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

Students to be Served  English Learners  Foster Youth  Low Income

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

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

### ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

3b. A video-“infomercial” 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. 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, Parent Conference) by the Career Coordinator

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, Parent Conference) by the Career Coordinator

### BUDGETED EXPENDITURES

**2017-18**

Amount	\$0
Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries See 1d.

**2018-19**

Amount	\$0
Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries See 1d.

**2019-20**

Amount	\$0
Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries See 1d.

Action **3**

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

Students to be Served  All  Students with Disabilities

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

OR

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

Students to be Served  English Learners  Foster Youth  Low Income

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

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

### ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

<p>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.</p> <p>ILCP's will be updated and monitored by teachers and shared at Parent Conferences.</p>	<p>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.</p> <p>ILCP's will be updated and monitored by teachers and shared at Parent Conferences.</p>	<p>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.</p> <p>ILCP's will be updated and monitored by teachers and shared at Parent Conferences.</p>
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#### BUDGETED EXPENDITURES

**2017-18**

Amount	\$0
Budget Reference	See 1d.

**2018-19**

Amount	\$0
Budget Reference	See 1d.

**2019-20**

Amount	\$0
Budget Reference	See 1d

Action **4**

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

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

OR

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

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

ACTIONS/SERVICES**2017-18**

New  Modified  Unchanged

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.

**2018-19**

New  Modified  Unchanged

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.

**2019-20**

New  Modified  Unchanged

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**2017-18**

Amount	\$4522
Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries Data Technician
Amount	\$1702
Source	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits Data Technician Benefits

**2018-19**

Amount	\$4747
Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries Data Technician
Amount	\$1787
Source	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits Data Technician Benefits

**2019-20**

Amount	\$4984
Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries Data Technician
Amount	\$1876
Source	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits Data Technician 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.

	<input type="checkbox"/> New	<input type="checkbox"/> Modified	<input type="checkbox"/> Unchanged					
<b>Goal 4</b>								
<u>State and/or Local Priorities Addressed by this goal:</u>	STATE <input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8
	COE <input type="checkbox"/> 9	<input type="checkbox"/> 10						
	LOCAL							
<u>Identified Need</u>								

## EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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## 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.

## Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

 2017–18  2018–19  2019–20Estimated Supplemental and Concentration Grant Funds:

\$97,042

Percentage to Increase or Improve Services:

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, EL's and Foster Youth all students and 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 for obtaining 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.

# **Revised Local Control and Accountability Plan and Annual Update Template Instructions**

## **Addendum**

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

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

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

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

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

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

## Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

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

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

### [Plan Summary](#)

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

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

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

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

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

### [Budget Summary](#)

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

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

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

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

## Annual Update

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

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

## Annual Measurable Outcomes

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

## Actions/Services

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

## Analysis

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

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

## Stakeholder Engagement

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

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

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

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

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

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

## **Goals, Actions, and Services**

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

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

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

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

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

### **Goal**

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

### **Related State and/or Local Priorities**

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

### **Identified Need**

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

### **Expected Annual Measurable Outcomes**

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

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

### **Planned Actions/Services**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### Location(s)

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

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

### Actions/Services

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

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

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

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

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

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

### **Budgeted Expenditures**

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

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

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

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

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

### **Estimated Supplemental and Concentration Grant Funds**

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

### **Percentage to Increase or Improve Services**

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

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

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

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

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

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

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

## **State Priorities**

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

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

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

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

### **Priority 3: Parental Involvement** addresses:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Local Priorities** address:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## **APPENDIX B: GUIDING QUESTIONS**

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

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

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

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

## **Guiding Questions: Goals, Actions, and Services**

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

## LCAP Expenditure Summary

Funding Source	Total Expenditures by Funding Source					2017-18 through 2019-20 Total
	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	
All Funding Sources	139,770.00	121,978.00	259,290.00	271,045.00	283,494.00	813,829.00
	0.00	0.00	0.00	0.00	0.00	0.00
Base	32,400.00	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	19,586.00	0.00	0.00	0.00	0.00
Supplemental and Concentration	84,170.00	92,392.00	96,822.00	101,041.00	105,576.00	303,439.00
Title I	0.00	0.00	35,707.00	36,907.00	38,167.00	110,781.00
Title I Part A: Allocation	7,000.00	10,000.00	126,761.00	133,097.00	139,751.00	399,609.00
Title I Part A: Professional Development (PI Schools)	16,200.00	0.00	0.00	0.00	0.00	0.00

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

Total Expenditures by Object Type						
Object Type	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	139,770.00	121,978.00	259,290.00	271,045.00	283,494.00	813,829.00
	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	0.00	7,247.00	110,598.00	115,624.00	120,903.00	347,125.00
1000-3999	37,600.00	0.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	0.00	23,838.00	56,754.00	59,588.00	62,568.00	178,910.00
2000-3999	85,000.00	0.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	0.00	9,348.00	58,238.00	61,133.00	64,323.00	183,694.00
4000-4999: Books And Supplies	0.00	0.00	4,000.00	4,000.00	4,000.00	12,000.00
5000-5999: Services And Other Operating Expenditures	4,170.00	0.00	12,000.00	13,000.00	14,000.00	39,000.00
5800: Professional/Consulting Services And Operating Expenditures	13,000.00	81,545.00	17,700.00	17,700.00	17,700.00	53,100.00

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

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	139,770.00	121,978.00	259,290.00	271,045.00	283,494.00	813,829.00
		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	Supplemental and Concentration	0.00	7,247.00	25,359.00	26,124.00	26,929.00	78,412.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	0.00	0.00	85,239.00	89,500.00	93,974.00	268,713.00
1000-3999	Base	9,000.00	0.00	0.00	0.00	0.00	0.00
1000-3999	Supplemental and Concentration	12,400.00	0.00	0.00	0.00	0.00	0.00
1000-3999	Title I Part A: Professional Development (PI Schools)	16,200.00	0.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Other	0.00	4,212.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	0.00	19,626.00	30,227.00	31,735.00	33,322.00	95,284.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	0.00	0.00	26,527.00	27,853.00	29,246.00	83,626.00
2000-3999	Base	17,400.00	0.00	0.00	0.00	0.00	0.00
2000-3999	Supplemental and Concentration	67,600.00	0.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	Other	0.00	1,691.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	Supplemental and Concentration	0.00	7,657.00	19,236.00	20,182.00	21,325.00	60,743.00
3000-3999: Employee Benefits	Title I	0.00	0.00	24,007.00	25,207.00	26,467.00	75,681.00
3000-3999: Employee Benefits	Title I Part A: Allocation	0.00	0.00	14,995.00	15,744.00	16,531.00	47,270.00
4000-4999: Books And Supplies	Supplemental and Concentration	0.00	0.00	4,000.00	4,000.00	4,000.00	12,000.00
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	Supplemental and Concentration	4,170.00	0.00	12,000.00	13,000.00	14,000.00	39,000.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
5800: Professional/Consulting Services And Operating Expenditures	Base	6,000.00	0.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Other	0.00	13,683.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	0.00	57,862.00	6,000.00	6,000.00	6,000.00	18,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	0.00	0.00	11,700.00	11,700.00	11,700.00	35,100.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	7,000.00	10,000.00	0.00	0.00	0.00	0.00

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

**Total Expenditures by Goal**

<b>Goal</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2017-18 through 2019-20 Total</b>
<b>Goal 1</b>	118,252.00	123,862.00	129,754.00	371,868.00
<b>Goal 2</b>	134,814.00	140,649.00	146,880.00	422,343.00
<b>Goal 3</b>	6,224.00	6,534.00	6,860.00	19,618.00

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