

LCAP Year 2017–18 2018–19 2019–20

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

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

[LCFF Evaluation Rubrics](#) [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Impact Academy		
Contact Name and Title	Sean McClung Principal	Email and Phone	sean@es-impact.org 510.300.1560

2017-20 Plan Summary

THE STORY

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

Impact Academy (IA) is a public charter school located in south Hayward that serves students in grades 6-12. We began expansion to middle grades in the 2016-2017 school year. IA opened in August 2007 and 9 years later now serves 580 students. Based on research, best practices, and the lessons learned from over many years of experience with charter high schools, our small school design is specifically geared to enable diverse and traditionally underserved students to succeed in an academically challenging environment through project-based learning and our College Success Portfolio.

LCAP HIGHLIGHTS

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

Increase number of students ready for college-level coursework.

- Tracking student progress across all grade levels toward BP and CSP presentations, including benchmarks, exhibitions, and final assessment results.
- Staff engage in data-driven dialogue and embrace the use of Common Interim Assessment (CIA) data to drive instruction in our high school, and additional adaptive assessments in middle grades
- The use of rubrics to guide students and teachers to a high level of proficiency in the identified PBL artifacts.
- Strong system of professional development for all teachers, especially new staff members
- Portfolio defenses for students twice in the high school career, and preparation for middle graders using new "on-demand" defenses
- All students have the opportunity to go to college; 100% of graduates are a-g eligible and receive ongoing support for college applications and financial aid planning
- The Common Interim Assessments provide our network with a common set of standards which align to the CCSS and College Success Portfolio rubrics.
- The performance assessments, culminating in the 10th grade Benchmark Portfolio and the 12th grade College Success Portfolio constitute demonstrations of content learning, leadership skills, and core competencies.

Develop a college-going culture that engages families and community.

- Parent engagement through the Spartan Family Association and community engagement through the Workplace Learning Experience program.
- Parent communication through family conferences, advisory program, mailing home progress reports, emails, and calls.
- Good integration of technology to complement the development of college/career readiness
- Advisory system supports college preparedness.

Provide an emotionally and physically safe learning environment.

- Impact Academy is fully committed to their mission and purpose of sending every student to college.
- We provide varied and individualized services, both academically and psychologically, to ensure all students needs can be met.
- Staff use Restorative Justice practices to build community and respond to harm

Increase services and supports for our lowest performing students, especially ELLs, AA, and students with Special Needs.

- Support of students through Mandatory Office Hours and Advisory
- Envision Education has strong systems in place for all of its network schools.
- No tracking; all students complete A-G requirements so all students have access to college.
- Additional mentorship and case management for at-risk young men

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.

- 1) Improving our already high cohort graduation rate for all students.
- 2) Improving graduation rates specifically for socioeconomically disadvantaged, Latino students and English Learners.

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?

- 1) Overall suspensions are high and not declining.
- 2) Suspensions for Black or African American students, English Learners, and Socioeconomically Disadvantaged students are high, but declining. Hispanic or Latino suspensions are high and increasing, and Students with Disabilities are very high and significantly increasing.

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

For our suspension indicator, Students with Special Needs are the only student group with a performance gap. In order to address this gap, Impact Academy incorporated Restorative Justice in 2016-17. In 2017-18, Impact will continue to include Professional Development to strengthen the Restorative Justice practices.

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.

Impact Academy continues to offer Math Lab for all 9th graders. In 17-18, students who need reading remediation will be screened and placed in Reading Intervention. In addition, Impact will continue to develop their partnership with the National Equity Project to revise and improve equitable services for all students including but limited to low-income, English Learners, and foster youth.

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

\$5,756,907.00

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year

\$709,350.00

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.

Expenditures that are not included in the LCAP are primarily operational costs that contribute to schools overall function:

1. General certificated and classified salaries and benefits not otherwise specified in the LCAP (\$3.4 million)
2. General supplies (\$76,000)
3. Facilities costs and Building repairs & maintenance (\$828,000)
4. Depreciation costs (\$97,000)
5. Special Education Costs (\$480,000)
6. General & Administrative Costs (\$160,000)

\$6,322,941.00

Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 1

Increase the number of students ready for college level coursework

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 checked="" type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

1. Increase API by target growth
2. Establish baseline on Smarter Balanced 11th grade Summative Assessment/EAP
3. Increase 5% of students designated ready for college coursework
4. Increase 5% of students scoring 3 or better on AP Tests
5. 95% or above appropriately credentialed teachers
6. CCSS Standards-Based Curriculum
7. 100% of students reach proficiency on CSP

ACTUAL

1. N/a no API given
2. Established baseline Literacy 78% meet or exceed and Math 43% meet or exceeded [2015 Baseline]
3. Literacy Increased 8% and Math decreased by 1% of students designated ready for college coursework
4. Increased 4.8% of students scoring 3 or better on AP Tests (2015 = 20.6%, 2016 = 25.4%)
5. 100% credentialed teachers
6. Used CCSS Standards-Based Curriculum
7. 100% of students reached proficiency on CSP

ACTIONS / SERVICES

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

Action 1

Actions/Services

PLANNED

1. Increase SBAC/CAASPP performance to 85% for Literacy and 55% for Math to meet or exceed the standards.

ACTUAL

Increased SBAC/CAASPP performance to 82% for Literacy and 36% for Math to meet or exceed the standards.

Expenditures	BUDGETED Tech Solutions 5000-5999: Services And Other Operating Expenditures \$10,000	ESTIMATED ACTUAL Tech Solutions 5000-5999: Services And Other Operating Expenditures \$10,000
Action	2	
Actions/Services	PLANNED 2. a. Continue to administer CCSS/CAASPP aligned interim assessments, ie- Common Interim Assessments (CIAs)	ACTUAL Continued to administer CCSS/CAASPP aligned interim assessments, ie- Common Interim Assessments (CIAs) using Illuminate
Action	3	
Actions/Services	PLANNED 2. b. Track teachers use of CIA data to inform instructional next steps.	ACTUAL Tracked teachers use of CIA data to inform instructional next steps through ILT
Action	4	
Actions/Services	PLANNED Continue implementation of College Spring SAT Test prep curriculum in 11th grade Advisory	ACTUAL Continued implementation of College Spring SAT Test prep curriculum in 11th grade Advisory
Action	5	
Actions/Services	PLANNED 4. Continue to offer all students AP courses and administer practice tests for these courses.	ACTUAL Continued to offer all students AP courses and administer practice tests for these courses.
Action	6	
Actions/Services	PLANNED 5. a-Hire appropriately credentialed teachers	ACTUAL Hired credentialed teachers
Expenditures	BUDGETED Principal 1000-1999: Certificated Personnel Salaries Base \$44,000	ESTIMATED ACTUAL Principal 1000-1999: Certificated Personnel Salaries Base \$44,000
Action	7	
Actions/Services	PLANNED 5. b Offer differential salaries for shortage areas of math, Science, Learning Specialists (Special Education credentialed), Spanish.	ACTUAL Offered differential salaries for shortage areas of math, Science, Learning Specialists (Special Education credentialed), Spanish.
Expenditures	BUDGETED	ESTIMATED ACTUAL

Lead teachers (per teacher) 1000-1999: Certificated Personnel Salaries \$2,500

Lead teachers (per teacher) 1000-1999: Certificated Personnel Salaries \$2,500

Action **8**

Actions/Services

PLANNED
6. All core teachers will use and/or create Common Core aligned instructional materials.

ACTUAL
All core teachers used Common Core aligned instructional materials.

Action **9**

Actions/Services

PLANNED
6. b Teachers participate in PD around common core instructional strategies

ACTUAL
Teachers participated in PD around common core instructional strategies

Expenditures

BUDGETED
Professional Development, Teacher Stipends 1000-1999: Certificated Personnel Salaries \$22,000

ESTIMATED ACTUAL
Professional Development, Teacher Stipends 1000-1999: Certificated Personnel Salaries \$22,000

Action **10**

Actions/Services

PLANNED
6. c. Math and ELA coaching around common core instructional strategies

ACTUAL
Teachers received Math and ELA coaching around common core instructional strategies

Action **11**

Actions/Services

PLANNED
7. a. Continue to implement 10th grade benchmark portfolio defense

ACTUAL
Continued to implement 10th grade benchmark portfolio defense

Action **12**

Actions/Services

PLANNED
7. b. Provide teachers and students time to refine portfolio artifacts and their defense in an advisory period.

ACTUAL
Provided teachers and students time to refine portfolio artifacts and their defense in an advisory period.

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.

To increase the number of students ready for college-level coursework, we implemented the SAT test prep, CollegeSpring completely in all English and Math classes. Our benchmark data indicate increased projected performance. We increased our AP offerings by introducing AP Computer Science and AP Chemistry. We financially sponsored students to take the AP tests in the Spring. We also implemented a robust Response to Intervention (RtI) system through the use of personalized learning strategies we addressed skill gaps in Reading and Math for all students and prescribed specific courses of study to address the gaps.

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

Impact offered two new AP courses and have 23 students enrolled in them that increased the overall participation of students in AP. Impact Middle Grades had an average of 2.5 years of growth in Reading.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences in budgeted and estimated

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.

Impact Academy will redesign the Science Course Sequence to ensure all students will take 4 years of science which will better prepare them in STEM courses in college.

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

Develop a College-Going Culture that engages families and community members.

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 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																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

1. 20% of parents/guardians give feedback on the LCAP by attending a FTC meeting or completing a survey
2. 65% of parents will attend back to school night
3. 65% of parents will participate in Exhibitions, a part of the CSP program
4. 65% of parents will attend college application/Financial Aid workshop
5. All students will complete a 2 or 4-year college application

ACTUAL

1. 5% of parents/guardians give feedback on the LCAP by attending a FTC meeting or completing a survey
2. 80% of parents will attend back to school night
3. 90% of parents will participate in Exhibitions, a part of the CSP program
4. 50% of parents will attend college application/Financial Aid workshop
5. 100% of students completed a 2 or 4-year college application

ACTIONS / SERVICES

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

Action 1

Actions/Services	PLANNED 1. Continue to facilitate FTC meeting to review the LCAP with parents/families	ACTUAL Facilitated FTC meeting to review the LCAP with parents/families
Expenditures	BUDGETED Parent Meetings 4000-4999: Books And Supplies \$350	ESTIMATED ACTUAL Parent Meetings 4000-4999: Books And Supplies \$350

Action **2**

Actions/Services	PLANNED 2. Continue to monitor Back to School night attendance	ACTUAL Monitored Back to School night attendance
------------------	--	--

Action **3**

Actions/Services	PLANNED 3. Continue parent communication which includes translated invitations to academic exhibitions, automated calls home translated into Spanish, and provide translation services at academic exhibitions	ACTUAL Continued parent communication which includes translated invitations to academic exhibitions, automated calls home translated into Spanish, and provide translation services at academic exhibitions
------------------	--	---

Expenditures	BUDGETED Translation services for parent communications 2000-2999: Classified Personnel Salaries \$2,704	ESTIMATED ACTUAL Translation services for parent communications 2000-2999: Classified Personnel Salaries \$2,704
--------------	--	--

Action **4**

Actions/Services	PLANNED 4. Provide parents after-school workshops on financial aid and provide parents with college application workshops	ACTUAL Provided parents after-school workshops on financial aid and provide parents with college application workshops
------------------	---	--

Expenditures	BUDGETED Parent Meeting Supplies 4000-4999: Books And Supplies \$2,000	ESTIMATED ACTUAL Parent Meeting Supplies 4000-4999: Books And Supplies \$2,000
--------------	--	--

Action **5**

Actions/Services	PLANNED 5.a College Counselor holds 1-on-1 meetings with each senior every fall semester.	ACTUAL College counselor continues holding 1-on-1 meetings with each senior every fall semester, and as begun meeting with small groups for all juniors.
------------------	---	--

Action **6**

Actions/Services	PLANNED 5. b. College counselor pushes into senior computer lab to support with applications.	ACTUAL College counselor pushed into senior computer lab to support with applications.
------------------	---	--

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.

Impact facilitated college visits for students to see and experience campus life. Advisory incorporates instruction about college work habits, entrance requirements, financial aid assistance and other college topics to ensure all students can successfully apply, navigate and attend college.

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

Every 12th-grade student also submitted at least one college application and completed the FAFSA. 100% of students were accepted into a 2 or 4-year colleges and approx. 80% of students were accepted into a 4-year college. Impact also increased the overall participation in AP coursework.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences in budgeted and estimated

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.

Impact will continue to implement the above services and actions.

Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 3	Provide an emotionally and physically safe learning environment.
-------------------	--

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 checked="" type="checkbox"/>	5	<input checked="" type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

1. Decrease % of students expelled to 1% or less
2. Increase ADA to 95% or above
3. Decrease Chronic Absenteeism to 7% or below
4. Increased Graduation Rate to 92.5%
5. Decrease Dropout Rate to 4% or less for Hispanic and 10% or less for African American
6. Increase in student and parent feelings of safety and school connectedness to 89% or above
7. Decrease Suspension Rate to 13% or below

ACTUAL

1. 0% of students were expelled
2. ADA is estimated at 96%
3. Decrease Chronic Absenteeism is 8% of student population
4. Increased Graduation Rate to 96.3%
5. Decrease Dropout Rate to 1.4% for Hispanic and 0% for African American
6. 65% Parents reported feelings of their student's school connectedness 65%
7. Decreased Suspension Rate to 8.2%

ACTIONS / SERVICES

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

Action 1		
Actions/Services	PLANNED 1. Continue implementation of the Code of Conduct	ACTUAL Continued implementation of the Code of Conduct
Expenditures	BUDGETED Principal 1000-1999: Certificated Personnel Salaries \$22,000	ESTIMATED ACTUAL Principal 1000-1999: Certificated Personnel Salaries \$22,000

Action **2**

Actions/Services	PLANNED 2. Monitor attendance daily and send out attendance notifications/ SARB letters as students accumulate absences.	ACTUAL Monitored attendance daily and send out attendance notifications/ SARB letters as students accumulate absences.
Expenditures	BUDGETED Vice Principal 1000-1999: Certificated Personnel Salaries \$36,250 Office Manager 2000-2999: Classified Personnel Salaries \$49,000 Tech Solutions 5000-5999: Services And Other Operating Expenditures \$10,000	ESTIMATED ACTUAL Vice Principal 1000-1999: Certificated Personnel Salaries \$36,250 Office Manager 2000-2999: Classified Personnel Salaries \$49,000 Tech Solutions 5000-5999: Services And Other Operating Expenditures \$10,000

Action **3**

Actions/Services	PLANNED 3. Monitor attendance daily and send out attendance notifications/ SARB letters as students accumulate absences.	ACTUAL Monitored attendance daily and send out attendance notifications/ SARB letters as students accumulate absences.
Expenditures	BUDGETED Vice Principal 1000-1999: Certificated Personnel Salaries \$36,250 Tech Solutions 5000-5999: Services And Other Operating Expenditures \$10,000	ESTIMATED ACTUAL Vice Principal 1000-1999: Certificated Personnel Salaries \$36,250 Tech Solutions 5000-5999: Services And Other Operating Expenditures \$10,000

Action **4**

Actions/Services	PLANNED 4. VPSS, Learning Specialist, plan academic interventions.	ACTUAL Interventions were planned with Vice Principals, Learning Specialists and General Ed Teachers
------------------	--	--

Action **5**

Actions/Services	PLANNED 5 Athletic director improves extracurricular offerings.	ACTUAL Athletic director improved extracurricular offerings and student's continue to excel in sports activities.
------------------	---	---

Action **6**

Actions/Services	PLANNED 6. a Advisors provide weekly check-ins with students.	ACTUAL Advisors provided weekly check-ins with students.
Expenditures	BUDGETED Family leads 1000-1999: Certificated Personnel Salaries \$8,000	ESTIMATED ACTUAL Family leads 1000-1999: Certificated Personnel Salaries \$8,000

Action **7**

Actions/Services	<p>PLANNED 6. b PSC counseling, advisors, and Learning Center teachers intervene with at-risk students.</p>	<p>ACTUAL PSC counseling, advisors, and Learning Center teachers intervened with at-risk students.</p>
Action	8	
Actions/Services	<p>PLANNED 6. c Principal and school manager plan monthly evening parent meetings and hold monthly “coffee-talks”</p>	<p>ACTUAL Principal and school manager planned monthly evening parent meetings</p>
Action	9	
Actions/Services	<p>PLANNED 7. Administrators, counselors, advisors participate in mediations to prevent suspensions.</p>	<p>ACTUAL Administrators, counselors, advisors participated in mediations to prevent suspensions.</p>
Expenditures	<p>BUDGETED Principal 1000-1999: Certificated Personnel Salaries \$22,000</p>	<p>ESTIMATED ACTUAL Principal 1000-1999: Certificated Personnel Salaries \$22,000</p>
Action	10	
Actions/Services	<p>PLANNED 8. Address facilities issues in a timely manner to ensure the facility is in good repair</p>	<p>ACTUAL Addressed facilities issues in a timely manner to ensure the facility is in good repair</p>

ANALYSIS

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

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

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

In order to provide an emotionally and physically safe learning environment, Impact provided training on Restorative Justice practices with emphasis on the 10th-grade team and provided a Challenge Day workshop to form a positive cohesive culture with students.

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

Teachers implemented restorative circles in Advisory. Staff and students reported Challenge Day supported the positive culture at school.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences in budgeted and estimated

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

No changes, Impact will continue the above services and actions.

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 4

Increase services and supports for our lowest performing students that include English Learners, African-American students, and students with special needs (IEP and 504).

State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED

- 60% of ELLs will score Early Advanced and Advanced on the CELDT
- Increase redesignation of EL students by 5%
- Decrease the % of IEP students receiving NC's to 5% or below
- Increase students passing Math Lab to 97%

ACTUAL

- 55.9% of ELLs scored Early Advanced and Advanced on the CELDT
- Increased redesignation of EL students by 29%
- Decreased to 3% of IEP students receiving NC's at Semester 1 Grading Term
- 100% of students are passing Math Lab

ACTIONS / SERVICES

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

Action 1

Actions/Services

PLANNED
1. Continue to coach staff on implementation of ELL strategies

ACTUAL
Continued to coach staff on implementation of ELL strategies

Action 2

Actions/Services

PLANNED
2. Administer Accelerated Reader STAR assessment.

ACTUAL
Administered MyOn and Reading Plus assessment 3 times a year

Expenditures	BUDGETED AR/STAR 4000-4999: Books And Supplies \$3,000	ESTIMATED ACTUAL AR/STAR 4000-4999: Books And Supplies \$3,000
Action	3	
Actions/Services	PLANNED 3. Continue to have Learning Specialists meet weekly with teachers to modify curriculum and make accommodations for students with special needs.	ACTUAL Continued to have Learning Specialists meet weekly with teachers to modify curriculum and make accommodations for students with special needs.
Expenditures	BUDGETED Learning Specialists 1000-1999: Certificated Personnel Salaries \$172,000	ESTIMATED ACTUAL Learning Specialists 1000-1999: Certificated Personnel Salaries \$172,000
Action	4	
Actions/Services	PLANNED 4. Implement blended learning in Math Lab	ACTUAL Implemented blended learning in Math Lab/Academic Numeracy

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.

In order to increase services and supports students with special needs (IEP and 504) Impact will increase use of restorative justice practices to decrease suspension rates as we believe the other significant groups benefitted from the implementation as seen in the LCFF evaluation rubrics. In addition, Impact implemented blended learning in Math Lab/Academic Numeracy and offered personalized learning paths in the Middle Grades.

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

English Learners, Low-Income and African-American students significantly decreased their suspension rate. The only performance gap is for students with special needs and Impact will continue to address with restorative justice intervention and reconciliation.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences in budgeted and estimated

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.

Impact will increase personalized learning time such that all middle-grade students will work on grade-level as well as remedial skills throughout the day depending on their needs.
Impact will continue to hire guides to assist in personalized learning during open flex periods where students set goals and pursue mastery of targeted skills.

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?

The Principal shared the draft Envision LCAP template with the Spartan Family Association. Impact Academy notified families through written invitation and phone calls home. At the Family Association Meeting, the Impact Academy staff engaged parents in a review of the plan. Written feedback from parents was discussed and charted.

Impact Leadership Council met at the site and identified additional specific site goals and activities for the subgroups at their site. The Leadership Council is made up of parents, students, teachers, and administrators.

Based on parent, teacher, and principal feedback, site leadership teams finalized site LCAP plans and re-submitted them to the Support Office LCAP leadership team for review and for preparation for a June Board presentation.

Time-line for Envision Education's LCAP Process:

March - Community engagement with LCAP Process, review and input

March - SO Lead Team prepares Envision's LCAP template

April - Board and Principals review Envision's LCAP Template

April/May - LCAP Community Meetings at Sites. SO support to sites

June - Site teams finalize LCAPs. Board reviews and approves each site's LCAP

July - SO submits Envision's LCAP to our Authorizers

All activities performed in 2016-17 will continue. In addition, Leadership Council and Spartan Family Association meetings will continue to ensure family engagement in the revision of the LCAP.

IMPACT ON LCAP AND ANNUAL UPDATE

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

Families that attended the LCAP meeting continue to support the following actions and programs for each of our goal areas:

Goal 1. Increase the number of students ready for college level coursework

Requiring rigorous a-g course program for all students, continuing to focus on college-ready instruction, including Socratic seminars, and public exhibitions of learning, Portfolio-based assessment and defenses for 10th & 12th grades

Goal 2. Develop a College-Going Culture that engages families and community members

Providing college tours, Family conferences and other communication, including online access to grades and progress, SAT Prep courses

Goal 3. Provide an emotionally and physically safe learning environment

Advisory program, counseling program

Goal 4. Increase services and supports for of our lowest performing students that include English Learners, low-income students and special education students
Extra teacher support, outside school hours (in office hours and in learning center)

They recommended the following actions and programs in each of our goal areas:

Goal 1 – Support students prior to defense ensuring successful CSP and perhaps including more dry-runs or time for revisions

Goal 2 – Create tracking system for conferencing with families and students and increasing our teacher retention through improving staff culture

Goal 3 – Institute program for chronic absenteeism

Goal 4 – Integration of Accelerated Reader, supports for Reclassifying English Learners, improvement of our grading system to make students' progress more transparent with more frequent communication

Families, students, and faculty participated and provided Wows and Wonders for each goal in the LCAP.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

New
 Modified
 Unchanged

Goal 1

Increase the number of students ready for college level coursework

State and/or Local Priorities Addressed by this goal:

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

Identified Need

To increase performance on statewide assessments.
 To improve student engagement ownership of educational experience through critical thinking, and communication and collaboration and development of growth mindset.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CAASPP SBAC Results	ELA: 82% Math: 36%	ELA: Increase by 4% Math: Increase by 4%	ELA: Increase by 3% Math: Increase by 5%	ELA: Increase by 3% Math: Increase by 6%
EAP Performance	ELA: 41% Math: 14%	ELA: Increase students designated ready for college coursework by 8% Math: Increase students designated ready for college coursework by 4%	ELA: Increase students designated ready for college coursework by 8% Math: Increase students designated ready for college coursework by 5%	ELA: Increase students designated ready for college coursework by 8% Math: Increase students designated ready for college coursework by 6%
AP Pass Rates		Increase students scoring 3 or better on AP Tests by 5%	Increase students scoring 3 or better on AP Tests by 6%	Increase students scoring 3 or better on AP Tests by 7%
Credentialed Teachers	100% of teachers are credentialed	100% or above appropriately credentialed teachers	100% or above appropriately credentialed teachers	100% or above appropriately credentialed teachers

CCSS and NGSS implementation	100% of Math and ELA teachers are using CCSS Standards-Based Curriculum 100% of Science teachers are using NGSS aligned curriculum	100% Math and ELA CCSS Standards-Based Curriculum 100% of Science teachers are using NGSS aligned curriculum	100% Math and ELA CCSS Standards-Based Curriculum 100% of Science teachers are using NGSS aligned curriculum	100% Math and ELA CCSS Standards-Based Curriculum 100% of Science teachers are using NGSS aligned curriculum
College Success Portfolio (CSP) Completion	100% of students reach proficiency on CSP	100% of students reach proficiency on CSP	100% of students reach proficiency on CSP	100% of students reach proficiency on CSP

PLANNED ACTIONS / SERVICES

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

Action 1

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

Students to be Served All Students with Disabilities

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

Implement blended learning through Chromebook 1:1 initiative

2018-19

New Modified Unchanged

Implement blended learning through Chromebook 1:1 initiative

2019-20

New Modified Unchanged

Implement blended learning through Chromebook 1:1 initiative

BUDGETED EXPENDITURES

2017-18

Amount	\$84,000
Source	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Tech Solutions

2018-19

Amount	\$84,000
Source	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Tech Solutions

2019-20

Amount	\$84,000
Source	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Tech Solutions

Action **2**

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	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Investigate English Honors or ERWC or other avenues to allow students to remove conditional status from Literacy EAP Status to remove conditional status and implications on Master Schedule

2018-19

New Modified Unchanged

Implement strategy to support students options to remove conditional status from Literacy EAP Status

2019-20

New Modified Unchanged

Continue strategy to support students options to remove conditional status from Literacy EAP Status

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$5,000	Amount	\$5,000	Amount	\$5,000
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures EdTech Consultation - Scheduling	Budget Reference	4000-4999: Books And Supplies Course Materials	Budget Reference	4000-4999: Books And Supplies Course Materials

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	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
Continue to administer CCSS/CAASPP aligned interim assessments, ie- Common Interim Assessments (CIAs)	Continue to administer CCSS/CAASPP aligned interim assessments, ie- Common Interim Assessments (CIAs)	Continue to administer CCSS/CAASPP aligned interim assessments, ie- Common Interim Assessments (CIAs)

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
---------	---------	---------

Amount	\$3,400	Amount	\$3,400	Amount	\$3,400
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Illuminate Software	Budget Reference	5000-5999: Services And Other Operating Expenditures Illuminate Software	Budget Reference	5000-5999: Services And Other Operating Expenditures Illuminate Software

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)

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Train teachers in the use of a data protocol to use the data from updated CIAs and blended learning formative assessments.

2018-19

New Modified Unchanged

Facilitate cross-grade level sharing in the use of a data from new CIAs and blended learning formative assessments.

2019-20

New Modified Unchanged

Continue using formative assessment data.

BUDGETED EXPENDITURES

2017-18

Amount \$37,500

2018-19

Amount \$37,500

2019-20

Amount \$37,500

Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Professional Development, Lead Teacher Stipends

Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Professional Development, Teacher Stipends

Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Professional Development, Teacher Stipends

Action 5

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

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

OR

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Continue implementation of College Spring SAT Test prep curriculum in 11th grade Advisory

2018-19

New Modified Unchanged

Continue implementation of College Spring SAT Test prep curriculum in 11th grade Advisory and 11th grade classes, including CIAs aligned to the SAT.

2019-20

New Modified Unchanged

Refine implementation of College Spring SAT Test prep curriculum in 11th grade Advisory and 11th grade classes, including CIAs aligned to the SAT.

BUDGETED EXPENDITURES

2017-18

Amount \$16,000

2018-19

Amount \$16,000

2019-20

Amount \$16,000

Source	Other
Budget Reference	5000-5999: Services And Other Operating Expenditures College Spring

Source	Other
Budget Reference	5000-5999: Services And Other Operating Expenditures College Spring

Source	Other
Budget Reference	5000-5999: Services And Other Operating Expenditures College Spring

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

Continue to offer all students AP courses and administer practice tests for these courses and add Physics to our science sequence in order to improve results on their AP Environmental Science exam.

2018-19

New Modified Unchanged

Continue to offer all students AP courses and administer practice tests for these courses and add Physics to our science sequence in order to improve results on their AP Environmental Science exam.

2019-20

New Modified Unchanged

Assess the success of student success on AP Environmental Science test to determine efficacy of the new science course sequence.

BUDGETED EXPENDITURES

2017-18

Amount \$10,000

2018-19

Amount \$10,000

2019-20

Amount \$10,000

Source	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures AP exams fees

Source	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures AP exams fees

Source	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures AP exams fees

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

New Modified Unchanged

Hire appropriately credentialed teachers and introduce new teacher pipeline program with credentialing program subsidized by Envision.

2018-19

New Modified Unchanged

Hire appropriately credentialed teachers and expand new credentialing program subsidized by Envision.

2019-20

New Modified Unchanged

Hire appropriately credentialed teachers and assess intern teacher to credentialed teacher conversion rate of credentialing program subsidized by Envision.

BUDGETED EXPENDITURES

2017-18

Amount	\$7,550
Source	Base

2018-19

Amount	\$7,550
Source	

2019-20

Amount	\$7,550
Source	

Budget Reference 5000-5999: Services And Other Operating Expenditures REACH/ New Leaders - Subsidized Credential Programs

Budget Reference 5000-5999: Services And Other Operating Expenditures REACH/ New Leaders - Subsidized Credential Programs

Budget Reference 5000-5999: Services And Other Operating Expenditures REACH/ New Leaders - Subsidized Credential Programs

Action 8

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

Students to be Served All Students with Disabilities

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

Offer differential salaries for shortage areas of math, Science, Learning Specialists (Special Education credentialed), Spanish. Focus Envision teacher pipeline recruitment within these shortage areas.

2018-19

New Modified Unchanged

Offer differential salaries for shortage areas of math, Science, Learning Specialists (Special Education credentialed), Spanish. Focus Envision teacher pipeline recruitment within these shortage areas.

2019-20

New Modified Unchanged

Offer differential salaries for shortage areas of math, Science, Learning Specialists (Special Education credentialed), Spanish. Focus Envision teacher pipeline recruitment within these shortage areas.

BUDGETED EXPENDITURES

2017-18

Amount	\$47,500
Source	Base

2018-19

Amount	\$47,500
Source	Base

2019-20

Amount	\$47,500
Source	Base

Budget Reference 1000-1999: Certificated Personnel Salaries Shortage Area Stipends

Budget Reference 1000-1999: Certificated Personnel Salaries Shortage Area Stipends

Budget Reference 1000-1999: Certificated Personnel Salaries Shortage Area Stipends

Action **9**

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

Students to be Served All Students with Disabilities

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

All core teachers will use and/or create Common Core aligned instructional materials, including common curriculum provided for opt-in by math and English teachers.

2018-19

New Modified Unchanged

All core teachers provide feedback and assess success of Common Core aligned instructional materials, including common curriculum provided for opt-in by math and English teachers.

2019-20

New Modified Unchanged

All core teachers provide feedback and assess success of Common Core aligned instructional materials, including common curriculum provided for opt-in by math and English teachers.

BUDGETED EXPENDITURES

2017-18

Amount \$25,500

Source Base

2018-19

Amount \$25,500

Source Base

2019-20

Amount \$25,500

Source Base

Budget Reference 4000-4999: Books And Supplies Books/Textbooks/Materials

Budget Reference 4000-4999: Books And Supplies Books/Textbooks/Materials

Budget Reference 4000-4999: Books And Supplies Books/Textbooks/Materials

Action **10**

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

Students to be Served All Students with Disabilities

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

Teachers participate in PD around common core aligned PBL units and the implementation of technology.

2018-19

New Modified Unchanged

Teachers participate in PD around common core aligned PBL units and the implementation of technology.

2019-20

New Modified Unchanged

Teachers participate in PD around common core aligned PBL units and the implementation of technology.

BUDGETED EXPENDITURES

2017-18

Amount \$37,500

Source Base

Budget Reference 1000-1999: Certificated Personnel Salaries

2018-19

Amount \$37,500

Source Base

Budget Reference 1000-1999: Certificated Personnel Salaries

2019-20

Amount \$37,500

Source Base

Budget Reference 1000-1999: Certificated Personnel Salaries

	Teacher Stipends for Professional Development		Teacher Stipends for Professional Development		Teacher Stipends for Professional Development
Amount	\$16,250	Amount	\$16,250	Amount	\$16,250
Source	Title I	Source	Title I	Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries Literacy Coach Salary	Budget Reference	1000-1999: Certificated Personnel Salaries Literacy Coach Salary	Budget Reference	1000-1999: Certificated Personnel Salaries Literacy Coach Salary

Action **11**

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

[Students to be Served](#) All Students with Disabilities

[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

Math coaching for all math teachers around common core instructional strategies, and ELA coaching for all BTSA teachers.

2018-19

New Modified Unchanged

Math coaching for all math teachers around common core instructional strategies, and ELA coaching for all BTSA teachers.

2019-20

New Modified Unchanged

Math coaching for all math teachers around common core instructional strategies, and ELA coaching for all BTSA teachers.

[BUDGETED EXPENDITURES](#)

2017-18	2018-19	2019-20
Amount: \$16,250	Amount: \$16,250	Amount: \$16,250
Source: Title I	Source: Title I	Source: Title I
Budget Reference: 1000-1999: Certificated Personnel Salaries for Math Coaches and induction	Budget Reference: 1000-1999: Certificated Personnel Salaries for Math Coaches and induction	Budget Reference: 1000-1999: Certificated Personnel Salaries for Math Coaches and induction

Action **12**

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

Students to be Served All Students with Disabilities

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 checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Modify 10th grade and 12th grade portfolio defense system to improve student agency and alignment to common core standards. Introduce the 8th grade common-core aligned portfolio defense system.	Continue implementation of new 8th, 10th grade, and 12th grade portfolio defense system to improve student agency and alignment to common core standards.	Continue implementation of new 8th, 10th grade, and 12th grade portfolio defense system to improve student agency and alignment to common core standards.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
---------	---------	---------

Amount

Source

Budget Reference

Amount

Source

Budget Reference

Amount

Source

Budget Reference

Action **13**

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

Plan time for teachers and students time to refine portfolio artifacts and their defense during advisory periods, within class, and during revision days/weeks.

2018-19

New Modified Unchanged

Plan time for teachers and students time to refine portfolio artifacts and their defense during advisory periods, within class, and during revision days/weeks.

2019-20

New Modified Unchanged

Plan time for teachers and students time to refine portfolio artifacts and their defense during advisory periods, within class, and during revision days/weeks.

BUDGETED EXPENDITURES

2017-18

Amount

2018-19

Amount

2019-20

Amount

Budget
Reference

All Envision Day PD

Budget
Reference

All Envision Day PD

Budget
Reference

All Envision Day PD

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

New
 Modified
 Unchanged

Goal 2

Develop a College-Going culture that engages families and community members.

[State and/or Local Priorities Addressed by this goal:](#)

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

[Identified Need](#)

All students including first generation students benefit from college-going culture and need additional support for families and increased services from community members.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
LCAP Review Meeting Attendance	15% of parents/guardians gave feedback on the LCAP by attending a Spartan Meeting	25% of parents/guardians give feedback on the LCAP by attending a Spartan Meeting 35% Feedback through survey	28% of parents/guardians give feedback on the LCAP by attending a Spartan Meeting 40% Feedback through survey	30% of parents/guardians give feedback on the LCAP by attending a Spartan Meeting 45% Feedback through survey
Family Conference Attendance	90% of parents/guardians participated in family conferences	90% or above parents will attend family conferences	90% or above parents will attend family conferences	90% or above parents will attend family conferences
Exhibition Attendance	60% of parents participated in Exhibitions, a part of the CSP program	65% of parents will participate in Exhibitions, a part of the CSP program	70% of parents will participate in Exhibitions, a part of the CSP program	70% of parents will participate in Exhibitions, a part of the CSP program
College Application completion	100% of students completed a 2 or 4 year college application	All students will complete a 2 or 4-year college application	All students will complete a 2 or 4-year college application	All students will complete a 2 or 4-year college application

PLANNED ACTIONS / SERVICES

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

Action **1**

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

Students to be Served All Students with Disabilities

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Continue to facilitate Spartan Family meetings to review the LCAP with parents/families

2018-19

New Modified Unchanged

Continue to facilitate Spartan Family meetings to review the LCAP with parents/families

2019-20

New Modified Unchanged

Continue to facilitate Spartan Family meetings to review the LCAP with parents/families

BUDGETED EXPENDITURES

2017-18

Amount	\$9,800
Source	Base
Budget Reference	2000-2999: Classified Personnel Salaries Parent Meetings-translation

2018-19

Amount	\$9,800
Source	Base
Budget Reference	2000-2999: Classified Personnel Salaries Parent Meetings-translation

2019-20

Amount	\$9,800
Source	Base
Budget Reference	2000-2999: Classified Personnel Salaries Parent Meetings-translation

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

Continue to monitor Family Conference attendance

2018-19

New Modified Unchanged

Continue to monitor Family Conference attendance

2019-20

New Modified Unchanged

Continue to monitor Family Conference attendance

BUDGETED EXPENDITURES

2017-18

Amount	\$500
Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Copier/Materials (Sign-In Sheets, etc.)

2018-19

Amount	\$500
Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Copier/Materials (Sign-In Sheets, etc.)

2019-20

Amount	\$550
Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Copier/Materials (Sign-In Sheets, etc.)

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

Continue parent communication which includes translated invitations to academic exhibitions, automated calls home translated into Spanish, and provide translation services at academic exhibitions. Update website to increase functionality.

2018-19

New Modified Unchanged

Continue parent communication which includes translated invitations to academic exhibitions, automated calls home translated into Spanish, and provide translation services at academic exhibitions. Increase frequency of email communication.

2019-20

New Modified Unchanged

Continue parent communication which includes translated invitations to academic exhibitions, automated calls home translated into Spanish, and provide translation services at academic exhibitions

BUDGETED EXPENDITURES

2017-18

Amount	\$9,800
Source	Base
Budget Reference	2000-2999: Classified Personnel Salaries Translation services for parent communication
Budget Reference	SchoolMessenger Software

2018-19

Amount	\$9,800
Source	Base
Budget Reference	2000-2999: Classified Personnel Salaries Translation services for parent communication
Budget Reference	SchoolMessenger Software

2019-20

Amount	\$9,800
Source	Base
Budget Reference	2000-2999: Classified Personnel Salaries Translation services for parent communication
Budget Reference	SchoolMessenger Software

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)

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Provide parents after-school workshops on financial aid and provide parents with college application workshops

2018-19

New Modified Unchanged

Provide parents after-school workshops on financial aid and provide parents with college application workshops

2019-20

New Modified Unchanged

Provide parents after-school workshops on financial aid and provide parents with college application workshops

BUDGETED EXPENDITURES

2017-18

Amount \$2,000

Source Supplemental and Concentration

Budget Reference 4000-4999: Books And Supplies
Parent Meeting Supplies

2018-19

Amount \$2,000

Source Supplemental and Concentration

Budget Reference 4000-4999: Books And Supplies
Parent Meeting Supplies

2019-20

Amount 2,000

Source Supplemental and Concentration

Budget Reference 4000-4999: Books And Supplies
Parent Meeting Supplies

Action **5**

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

Students to be Served All Students with Disabilities

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

College Advisor holds 1-on-1 meetings with each senior every fall semester. College counselor holds small group meetings with juniors in the spring.

2018-19

New Modified Unchanged

College Advisor holds 1-on-1 meetings with each senior every fall semester. College counselor holds small group meetings with juniors in the spring.

2019-20

New Modified Unchanged

College Advisor holds 1-on-1 meetings with each senior every fall semester. College counselor holds small group meetings with juniors in the spring.

BUDGETED EXPENDITURES

2017-18

Amount	\$35,000
Source	Base
Budget Reference	2000-2999: Classified Personnel Salaries College Advisor

2018-19

Amount	\$35,000
Source	Base
Budget Reference	2000-2999: Classified Personnel Salaries College Advisor

2019-20

Amount	\$35,000
Source	Base
Budget Reference	2000-2999: Classified Personnel Salaries College Advisor

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

College Advisor pushes into senior classes to support with applications.

2018-19

New Modified Unchanged

College Advisor pushes into senior classes to support with applications.

2019-20

New Modified Unchanged

College Advisor pushes into senior classes to support with applications.

BUDGETED EXPENDITURES

2017-18

Amount	\$2,300
Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Naviance Software

2018-19

Amount	\$2,300
Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Naviance Software

2019-20

Amount	\$2,300
Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Naviance Software

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

New
 Modified
 Unchanged

Goal 3

Provide an emotionally and physically safe learning environment.

[State and/or Local Priorities Addressed by this goal:](#)

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

[Identified Need](#)

Every student needs a safe environment to learn

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Expulsion Rate	0% of students were expelled	Decrease % of students expelled to 1% or less	Decrease % of students expelled to 1% or less	Decrease % of students expelled to 1% or less
Suspension Rate	Suspension Rate is 8.2%	Decrease Suspension Rate to 7% or below. Reduce suspension of students with Special Needs to match the school-wide average.	Decrease Suspension Rate to 5% or below. Reduce suspension of students with Special Needs to match the school-wide average.	Decrease Suspension Rate to 3% . Reduce suspension of students with Special Needs to match the school-wide average.
ADA	ADA is estimated at 96%	Increase ADA to 97% or above	ADA to 97% or above	ADA to 97% or above
Chronic Absenteeism	Chronic Absenteeism is 8%	Decrease Chronic Absenteeism to 7% or below	Decrease Chronic Absenteeism to 6% or below	Decrease Chronic Absenteeism to 5% or below
Average Class size	Average Class size is 26	Maintain Class Average Class Size to 30 or less	Maintain Class Average Class Size to 30 or less	Maintain Class Average Class Size to 30 or less

Graduation Rate	Graduation Rate to 96.3%	Increase Graduation Rate to 97%	Maintain Graduation Rate at 97%	Maintain Graduation Rate at 97%
Dropout Rate	Dropout Rate is 1.4% for Hispanic and 0% for African American.	Decrease Dropout Rate to 1% or less for Hispanic and keep at 1% or less for African American.	Maintain Dropout Rate at 1% or less for Hispanic and at 1% or less for African American.	Maintain Dropout Rate at 1% or less for Hispanic and at 1% or less for African American.
Student/Parent Perceptions	65% Parents reported feelings of their student's school connectedness.	Increase in student and parent feelings of safety and school connectedness to 70% or above	Increase in student and parent feelings of safety and school connectedness to 75% or above	Increase in student and parent feelings of safety and school connectedness to 80% or above or below
Facilities Maintenance	Facilities Maintained	Maintain facilities to standard	Maintain facilities to standard	Maintain facilities to standard

PLANNED ACTIONS / SERVICES

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

Action 1

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

Students to be Served All Students with Disabilities

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

[ACTIONS/SERVICES](#)

2017-18

New Modified Unchanged

Continue implementation of the Code of Conduct

2018-19

New Modified Unchanged

Continue implementation of the Code of Conduct

2019-20

New Modified Unchanged

Continue implementation of the Code of Conduct

[BUDGETED EXPENDITURES](#)

2017-18

Amount \$43,000
 Source Base
 Budget Reference 1000-1999: Certificated Personnel Salaries Vice Principal

2018-19

Amount \$43,000
 Source Base
 Budget Reference 1000-1999: Certificated Personnel Salaries Vice Principal

2019-20

Amount \$43,000
 Source Base
 Budget Reference 1000-1999: Certificated Personnel Salaries Vice Principal

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

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

Monitor attendance daily and send out attendance notifications/ SARB letters as students accumulate absences.

Monitor attendance daily and send out attendance notifications/ SARB letters as students accumulate absences.

Monitor attendance daily and send out attendance notifications/ SARB letters as students accumulate absences.

BUDGETED EXPENDITURES

2017-18

Amount \$9,800
 Source Supplemental and Concentration
 Budget Reference 2000-2999: Classified Personnel Salaries
 Translation services

2018-19

Amount \$9,800
 Source Supplemental and Concentration
 Budget Reference 2000-2999: Classified Personnel Salaries
 Translation services

2019-20

Amount \$9,800
 Source Supplemental and Concentration
 Budget Reference 2000-2999: Classified Personnel Salaries
 Translation services

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

Administer Annual Parent and Student Survey	Administer Annual Parent and Student Survey	Administer Annual Parent and Student Survey

BUDGETED EXPENDITURES

2017-18

Budget Reference	1000-1999: Certificated Personnel Salaries Lead Teachers
------------------	---

2018-19

Budget Reference	1000-1999: Certificated Personnel Salaries Lead Teachers
------------------	---

2019-20

Budget Reference	1000-1999: Certificated Personnel Salaries Lead Teachers
------------------	---

Action **4**

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
<u>Location(s)</u>	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: <input type="checkbox"/> Specific Grade spans:

OR

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

VPSS and Learning Specialist, plan academic interventions.

VPSS and Learning Specialist, plan academic interventions.

VPSS and Learning Specialist, plan academic interventions.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Action **5**

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

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

OR

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

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

Athletic director improves extracurricular offerings.	Athletic director improves extracurricular offerings.	Athletic director improves extracurricular offerings.
---	---	---

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	10,000	Amount	10,000	Amount	10,000
Source	Base	Source	Base	Source	Base
Budget Reference	2000-2999: Classified Personnel Salaries Athletic Director	Budget Reference	2000-2999: Classified Personnel Salaries Athletic Director	Budget Reference	2000-2999: Classified Personnel Salaries Athletic Director

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

Advisors provide weekly check-ins with students and review grades and attendance using PowerSchool Public Portal

2018-19

New Modified Unchanged

Advisors provide weekly check-ins with students and review grades and attendance using PowerSchool Public Portal

2019-20

New Modified Unchanged

Advisors provide weekly check-ins with students and review grades and attendance using PowerSchool Public Portal

BUDGETED EXPENDITURES

2017-18

Amount	\$3,500
Source	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures PowerSchool

2018-19

Amount	\$3,500
Source	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures PowerSchool

2019-20

Amount	\$3,500
Source	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures PowerSchool

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

New Modified Unchanged

PSC counseling, advisors, and Learning Center teachers intervene with at-risk students.

2018-19

New Modified Unchanged

PSC counseling, advisors, and Learning Center teachers intervene with at-risk students.

2019-20

New Modified Unchanged

PSC counseling, advisors, and Learning Center teachers intervene with at-risk students.

BUDGETED EXPENDITURES

2017-18

Amount \$51,000
 Source Special Education
 Budget Reference 5000-5999: Services And Other Operating Expenditures PSC

2018-19

Amount \$51,000
 Source Special Education
 Budget Reference 5000-5999: Services And Other Operating Expenditures PSC

2019-20

Amount \$51,000
 Source Special Education
 Budget Reference 5000-5999: Services And Other Operating Expenditures PSC

Action **8**

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

[Students to be Served](#) All Students with Disabilities

[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

Principal and school manager plan monthly evening parent meetings and hold monthly "coffee-talks"

2018-19

New Modified Unchanged

Principal and school manager plan monthly evening parent meetings and hold monthly "coffee-talks"

2019-20

New Modified Unchanged

Principal and school manager plan monthly evening parent meetings and hold monthly "coffee-talks"

BUDGETED EXPENDITURES

2017-18

Amount	\$1,000
Source	Base
Budget Reference	2000-2999: Classified Personnel Salaries Office Manager

2018-19

Amount	\$1,000
Source	Base
Budget Reference	2000-2999: Classified Personnel Salaries Office Manager

2019-20

Amount	\$1,000
Source	Base
Budget Reference	2000-2999: Classified Personnel Salaries Office Manager

Action **9**

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

[Students to be Served](#) All Students with Disabilities

[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

Administrators, counselors, advisors participate in mediations to prevent suspensions.

2018-19

- New Modified Unchanged

Administrators, counselors, advisors participate in mediations to prevent suspensions.

2019-20

- New Modified Unchanged

Administrators, counselors, advisors participate in mediations to prevent suspensions.

BUDGETED EXPENDITURES

2017-18

Budget Reference 1000-1999: Certificated Personnel Salaries
Jupiter Software to Monitor Discipline

2018-19

Budget Reference 1000-1999: Certificated Personnel Salaries
Jupiter Software to Monitor Discipline

2019-20

Budget Reference 1000-1999: Certificated Personnel Salaries
Jupiter Software to Monitor Discipline

Action **10**

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

Students to be Served

- All Students with Disabilities

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

Address facilities issues in a timely manner to ensure the facility is in good repair

2018-19

New Modified Unchanged

Address facilities issues in a timely manner to ensure the facility is in good repair

2019-20

New Modified Unchanged

Address facilities issues in a timely manner to ensure the facility is in good repair

BUDGETED EXPENDITURES

2017-18

Amount	\$22,000
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Facilities Repair

2018-19

Amount	\$22,000
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Facilities Repair

2019-20

Amount	\$22,000
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Facilities Repair

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

New
 Modified
 Unchanged

Goal 4

Increase services and supports for our lowest performing students that include English Learners, African-American students, and students with special needs (IEP and 504).

State and/or Local Priorities Addressed by this goal:

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

Identified Need

Our lowest performing students need additional targeted support

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
EL Progress Indicator (CELDT/ELPAC)	55.9% Scored Early Advanced or Advanced on CELDT (Proficient)	65% of ELLs will score Early Advanced and Advanced on the CELDT	65% of ELLs will score Early Advanced and Advanced on the CELDT	65% of ELLs will score Early Advanced and Advanced on the CELDT
Reclassification Rates	Reclassified 29% of ELs	Increase re-designation of EL students by 5%	Increase re-designation of EL students by 5%	Increase re-designation of EL students by 5%
IEP course completion	4% of IEP students received at least one NC	Decrease the % of IEP students receiving NC's to below 4%	Maintain the % of IEP students receiving NC's at below 4%	Maintain the % of IEP students receiving NC's at below 3%
Math Lab/Academic Numeracy Completion	100% of students pass Academic Numeracy/Math Lab	Maintain students passing Math Lab to 100%	Maintain students passing Math Lab to 100%	Maintain students passing Math Lab to 100%

PLANNED ACTIONS / SERVICES

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

Action **1**

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

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

Continue to coach staff on implementation of ELL instructional strategies

2018-19

New Modified Unchanged

Continue to coach staff on implementation of ELL instructional strategies

2019-20

New Modified Unchanged

Continue to coach staff on implementation of ELL instructional strategies

BUDGETED EXPENDITURES

2017-18

Amount 20,000

Budget Reference 1000-1999: Certificated Personnel Salaries Professional Development -stipends

2018-19

Amount

Budget Reference Professional Development

2019-20

Amount

Budget Reference Professional Development

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

Administer Reading assessment

2018-19

New Modified Unchanged

Administer Reading assessment

2019-20

New Modified Unchanged

Administer Reading assessment

BUDGETED EXPENDITURES

2017-18

Amount _____
 Budget Reference 4000-4999: Books And Supplies
 Reading Plus- 3 year licenses

2018-19

Amount _____
 Budget Reference _____

2019-20

Amount 12,000
 Budget Reference 4000-4999: Books And Supplies
 Reading Plus

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 Students with IEP's

Location(s)

All Schools Specific Schools: _____ Specific Grade spans: _____

OR

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Continue to have Learning Specialists meet weekly with teachers to modify curriculum and make accommodations for students with special needs.

2018-19

New Modified Unchanged

Continue to have Learning Specialists meet weekly with teachers to modify curriculum and make accommodations for students with special needs.

2019-20

New Modified Unchanged

Continue to have Learning Specialists meet weekly with teachers to modify curriculum and make accommodations for students with special needs.

BUDGETED EXPENDITURES

2017-18

Amount \$172,000

Budget Reference 1000-1999: Certificated Personnel Salaries Learning Specialists

Budget Reference 3000-3999: Employee Benefits Learning Specialists

2018-19

Amount \$172,000

Budget Reference 1000-1999: Certificated Personnel Salaries Learning Specialists

Budget Reference 3000-3999: Employee Benefits Learning Specialists

2019-20

Amount \$172,000

Budget Reference 1000-1999: Certificated Personnel Salaries Learning Specialists

Budget Reference 3000-3999: Employee Benefits Learning Specialists

Action **4**

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:

Students to be Served	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
Scope of Services	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Location(s)	<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 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
Implement blended learning in Math Lab	Implement blended learning in Math Lab	Implement blended learning in Math Lab

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$4,700	Amount \$4,700	Amount \$4,700
Source Supplemental and Concentration	Source Supplemental and Concentration	Source Supplemental and Concentration
Budget Reference 4000-4999: Books And Supplies IXL Software, Zeal	Budget Reference 4000-4999: Books And Supplies IXL Software, Zeal	Budget Reference 4000-4999: Books And Supplies IXL Software, Zeal

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year 2017–18 2018–19 2019–20

Estimated Supplemental and Concentration Grant Funds: \$194,645

Percentage to Increase or Improve Services: 6.21%

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](#)).

Approximately \$194,645 of LCFF revenues are derived from Supplemental and Concentration Grants was allocated to Impact Academy. These funds will be expended in a school-wide manner because the school’s unduplicated pupil count as a percent of enrollment exceeds the 40 percent threshold required to expend funds school-wide. These funds are supporting school staffing, intervention specialists, instructional coaching, college counseling support, social/emotional counseling support, technology, instructional materials, books, and other supports that meet the needs of these students.

The minimum proportionality percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils is 6.2%. This proportionality percentage will be met through a combination of targeting the increased LCFF funds towards supports that disproportionately target unduplicated pupils and through improving the effectiveness of the intervention support already provided.

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.

Plan Summary

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

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

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

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

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

Budget Summary

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

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

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

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

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

Stakeholder Engagement

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

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

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

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

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

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

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

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

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

Priority 2: Implementation of State Standards addresses:

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

Priority 3: Parental Involvement addresses:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Local Priorities address:

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

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

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

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

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

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

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

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

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

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

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

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

Guiding Questions: Goals, Actions, and Services

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

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	452,054.00	452,054.00	709,350.00	689,350.00	701,400.00	2,100,100.00
	408,054.00	408,054.00	192,000.00	179,550.00	191,550.00	563,100.00
Base	44,000.00	44,000.00	286,150.00	278,600.00	278,600.00	843,350.00
Other	0.00	0.00	16,000.00	16,000.00	16,000.00	48,000.00
Special Education	0.00	0.00	51,000.00	51,000.00	51,000.00	153,000.00
Supplemental and Concentration	0.00	0.00	131,700.00	131,700.00	131,750.00	395,150.00
Title I	0.00	0.00	32,500.00	32,500.00	32,500.00	97,500.00

* 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	452,054.00	452,054.00	709,350.00	689,350.00	701,400.00	2,100,100.00
	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	365,000.00	365,000.00	390,000.00	370,000.00	370,000.00	1,130,000.00
2000-2999: Classified Personnel Salaries	51,704.00	51,704.00	75,400.00	75,400.00	75,400.00	226,200.00
4000-4999: Books And Supplies	5,350.00	5,350.00	35,000.00	40,000.00	52,050.00	127,050.00
5000-5999: Services And Other Operating Expenditures	30,000.00	30,000.00	208,950.00	203,950.00	203,950.00	616,850.00
		10,000.00				

* 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	452,054.00	452,054.00	709,350.00	689,350.00	701,400.00	2,100,100.00
		0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries		321,000.00	321,000.00	192,000.00	172,000.00	172,000.00	536,000.00
1000-1999: Certificated Personnel Salaries	Base	44,000.00	44,000.00	165,500.00	165,500.00	165,500.00	496,500.00
1000-1999: Certificated Personnel Salaries	Title I	0.00	0.00	32,500.00	32,500.00	32,500.00	97,500.00
2000-2999: Classified Personnel Salaries		51,704.00	51,704.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Base	0.00	0.00	65,600.00	65,600.00	65,600.00	196,800.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	0.00	0.00	9,800.00	9,800.00	9,800.00	29,400.00
4000-4999: Books And Supplies		5,350.00	5,350.00	0.00	0.00	12,000.00	12,000.00
4000-4999: Books And Supplies	Base	0.00	0.00	25,500.00	25,500.00	25,500.00	76,500.00
4000-4999: Books And Supplies	Supplemental and Concentration	0.00	0.00	9,500.00	14,500.00	14,550.00	38,550.00
5000-5999: Services And Other Operating Expenditures		30,000.00	30,000.00	0.00	7,550.00	7,550.00	15,100.00
5000-5999: Services And Other Operating Expenditures	Base	0.00	0.00	29,550.00	22,000.00	22,000.00	73,550.00
5000-5999: Services And Other Operating Expenditures	Other	0.00	0.00	16,000.00	16,000.00	16,000.00	48,000.00
5000-5999: Services And Other Operating Expenditures	Special Education	0.00	0.00	51,000.00	51,000.00	51,000.00	153,000.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	0.00	0.00	112,400.00	107,400.00	107,400.00	327,200.00

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

Total Expenditures by Goal

Goal	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	312,950.00	312,950.00	312,950.00	938,850.00
Goal 2	59,400.00	59,400.00	59,450.00	178,250.00
Goal 3	140,300.00	140,300.00	140,300.00	420,900.00
Goal 4	196,700.00	176,700.00	188,700.00	562,100.00

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