Local Control Accountability Plan and Annual Update (LCAP) Template

LEA Name	**Community Collaborative Virtual School – Sage Oak Charter School** 36-677360136069
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2017-20 Plan Summary

THE STORY

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

**Community Collaborative Virtual School -
Sage Oak Charter School**

Mission Statement

Our mission is to create a diverse and individualized learning environment that supports every student and strengthens relationships between families, programs, authorizers, and the community. With a strong foundation of award winning educator experience, we provide organizational and professional support to charter programs so that they can focus on creating customizable learning for any student.

About CCVS-Sage Oak Charter School

CCVS-Sage Oak Charter School serves TK-12 in San Bernardino County, Inyo, Kern, Los Angeles, Orange and Riverside. CCVS-Sage Oak will harness the power of a flexible learning environment and modern educational technology to serve learners with diverse backgrounds and goals who seek an education alternative that stimulates and supports independent learning. Through the power and flexibility of its diverse curriculum options, combined with superior individualized support, CCVS-Sage Oak provides inspirational learning with enriched and rigorous academics and high standards to empower students to become self-motivated and

competent life-long learners who will make a positive impact in their communities. CCVS-Sage Oak's educational model is intended to cultivate learning habits that keep the mind open, curious and alert. An "educated" person in the 21st Century" is able to learn continuously, perceive opportunity, and adapt talents to novel situations. CCVS-Sage Oak will position its students by enabling them to learn any time, any place, and by deploying flexible learning, teaching, curricular and staffing models that adapt to the unique inherent style in every student and learning situation. We will empower our students to take ownership of their education and develop knowledge, skills, and abilities, but also the confidence, creativity and resourcefulness to develop them adaptively in response to the challenges and opportunities of the 21st Century.

LCAP HIGHLIGHTS

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

Goal 1 Student Learner Outcomes

Metrics:

- Curriculum Assessments (CAASPP, LCFF Evaluation Rubrics)
- Local school-wide assessments
- i-Ready diagnostic benchmark assessments

Major Actions:

- Continue evaluation of students' academic performance
- Continue monitoring English Learner (EL), Low Income (LI), Foster Youth (FY), Students With
- Disabilities (SWD) for proficiency
- Continue 100% access to materials/learning experiences aligned to state standards
- Provide training/professional development on use of rubrics, achievement data, and targeted
Interventions
- Provide training/professional development on ELD Instruction, SDAIE, EL Master Plan, and
reclassification
- Provide training/professional development teaching students with disabilities, on successful strategies
and Intervention practices that produce large outcomes, Social and Emotional Learning (SEL).

Goal 2 Positive School Climate and High ADA

Metrics:

- Average Daily Attendance Rates
- Stakeholder Connectedness Survey Results

Major Actions:

- Providing credit recovery Options
- Maintaining highly qualified teachers and classified staff

Goal 3 Establishing Connections and partnerships to increase engagement and involvement, to support learning and achievement

Metrics:

- Stakeholder Parent Participation Survey Results
- Stakeholder Safety and Satisfaction Survey Results

Major Actions:

- Provide meaningful and transparent communication
- Provide parent input opportunities
- Provide parent training and workshops
- Provide EL Master Plan training (ELD placement, ELD progress, Reclassification)

- Provide translated notices, reports, statements

Goal 4 College and Career Readiness and Career Technical Education

Metrics:

- Graduation Rates
- AP Courses and Exams
- UC/CSU Course Enrollment

Major Actions:

- Provide College and Career Readiness Programs
- Monitor and Support Middle to High School transition to improve Graduation Rates
- Provide Career Technical Education and Career Pathway opportunities
- Provide AVID and AVID enrichment opportunities
- Provide CAASPP preparation

REVIEW OF PERFORMANCE

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

GREATEST PROGRESS

The Community Collaborative Virtual – Sage Oak – LCFF dashboard did not return any results– a baseline will be developed from 2017-18 results.

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

GREATEST NEEDS

The Community Collaborative Virtual – Sage Oak – LCFF dashboard did not return any results– a baseline will be developed from 2017-18 results.

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

The Community Collaborative Virtual – Sage Oak – LCFF dashboard did not return any results– a baseline will be developed from 2017-18 results.

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.

To improve services for English Learners, an English Learner Master Plan was created to ensure that instructional services are provided to pupils with limited English proficiency in conformity with federal requirements that are designed to ensure that all pupils have reasonable access to educational opportunities necessary for the pupils to achieve at high levels in English and in other core curriculum areas of instruction (SB1109).

To improve and ensure services for English Learners we will do the following:

- Monitor Low Income pupils, Foster Youth, English Learners, and Students with Disabilities for proficiency on state and local assessments to ensure academic success or refer to the RTI, SST or IEP team (1.2) (LI, FY, EL, SWD).

- Teacher and staff professional development on EL Master Plan, ELD Instruction, SDAIE strategies, ELD progress and reclassification (1.6) (EL).

- Notices, reports, statements or records sent to a parent or guardian will be translated as needed. (3.8) *(EL)*

AVID teaches skills and behaviors for academic success and is considered an essential strategy for closing the achievement gap, making college access and success available to all students (avid.org).

- CCVS-Sage Oak will maintain AVID and/or AVID elective classes for middle/high school students. (4.4) (*All Students includes EL, FY, LI)*

Low-income students are four and a half times more likely to dropout of high school, and even those that are academically proficient are far less likely to complete college. Programs must be implemented in a way that takes into account flexible scheduling…increasing engagement and successful completion (The Science of Learning, 2016).

- Students transitioning from middle to high school will be monitored to keep students "on-track" to graduate from high school (4.2) (ALL includes EL, FY, LI)

- Provide high quality instruction and curriculum that promotes college and career readiness with academic interventions (4.3). *(All Students includes EL, FY, LI)*

- Develop a comprehensive college and career readiness program for middle and high school students that helps align student strengths and interests to post-secondary goals; Increase

Career Technical opportunities (CDE) to prepare students for the 21st century workforce and global competencies (4.1) *(All Students includes EL, FY, LI)*

- Ensure all students have opportunity for intensive CAASPP preparation specifically low income, EL, Foster Youth students and students with disabilities. (4.5) *(LI, FY, EL, SWD)*

We will establish connections and partnerships with our families and community to increase engagement, involvement, ensure safety and satisfaction to support student learning and achievement. (Goal 3) *(All Students includes EL, FY, LI)*

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	$17,294,739.00
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	$12,553,391.19

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.

$4,741,347.81 is allocated to other expenditures such as insurances, consultants, accounting fees, legal services, and other operating expenses. Projected to have a positive balance plus reserves for the following school year.

Please note that the increase in general fund budget expenditures reflect the addition of a new program, which results in an increase of 1,649 ADA.

$18,080,259.00	Total Projected LCFF Revenues for LCAP Year

Annual Update

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

Goal 1	We will improve the academic achievement of ALL students through effective instruction, a challenging and engaging curriculum and aligned assessments in language arts and mathematics to promote student progress of English Learners, other unduplicated student groups, and students with disabilities.

State and/or Local Priorities Addressed by this goal:	STATE ☒ 1 ☒ 2 ☒ 3 ☒ 4 ☒ 5 ☐ 6 ☒ 7 ☒ 8 COE ☐ 9 ☐ 10 LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
Community Collaborative Virtual School – Sage Oak Charter School was not in session for the 2016-2017 school year; therefore, there are no 2016-2017 goals and action steps to review in the annual update. A baseline will be developed with the 2017-18 CAASPP results and LCFF Dashboard reports. *2% increase in the number of students that have Met or Exceeded grade level proficiency in ELA and Math each year.*	CAASPP Results: Met and/or Exceeded ELA: 38;.40% Math: 19.20% 2017-18 LCFF Dashboard Results: ELA: No Color: ALL Students, 25.6 point MATH: No Color: ALL Students, 57.2 poi

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

Action

1

	PLANNED	ACTUAL
Actions/Services	1.1 Evaluate students' levels of academic performance based on local assessment results and provide targeted interventions: meeting with guidance director, curriculum director, RtI process, tutor support from approved vendors, time management training with student/parent. *(All Students)*	- Sage Oak has clearly state students to meet. Utilization of research based support tools, such as the I Ready curriculum component - SSTs for all students two o level in reading and/or mat - Intervention program for st years below grade level in includes specific use of cu or tutoring. - CALPAC - Edmentum onlin
Expenditures	**BUDGETED** $500,000.00 LCFF Books and Supplies	**ESTIMATED ACTUAL** $265,578.74

Action

2

	PLANNED	ACTUAL
Actions/Services	1.2 Monitor Low Income pupils, Foster Youth, English Learners, and Students With Disabilities for proficiency on state and local assessments to ensure academic success or refer to the RTI, SST or IEP team. (LI, FY, EL, SWD)	• Sage Oak-SSTs for all stu below grade level in readi • Intervention program for s years below grade level in includes specific use of cu or tutoring. • CALPAC - SST/RTI, ELA or more grade levels behi
	BUDGETED	ESTIMATED ACTUAL
Expenditures	$82,800.00 LCFF Certificated Salaries and Benefits	Included in 2.2

Action

3

	PLANNED	ACTUAL
Actions/Services	1.3. All students will have access to materials/learning experiences aligned to common core standards through multiple channels assisting students in completing standards aligned content: *(All Students)* *Online courses, credit recovery, core programs* *Supplemental curriculum and materials supporting common core standards* *Extended School year* *Digital curriculum aligned to common core* *Service vendors offering educational opportunities across geographical area*	- Sage Oak- Students have standards-based, rigorous alignment with their own le - CALPAC - Edgenuity
	BUDGETED	ESTIMATED ACTUAL
Expenditures	$19,500.00 LCFF, Books and Supplies	Included in 1.1

Action

4

	PLANNED	ACTUAL

Actions/Services	1.4 Professional development and ongoing trainings and discussions on the creation and use of rubrics and student academic achievement data to inform instruction and identifying effective targeted interventions for students struggling to meet grade level proficiency will be planned and provided.
	
	Follow Up: *PD effectiveness survey and results reviewed/follow through* (WASC) *(All Students)*
		• Sage Oak <u>Creating and U</u>
		   to all staff and all parents
		• CALPAC - ELA Rubrics co
		   coaching, planning in DC
		   based on baseline data, in
		   classes in ELA, Math, Rea
		• Sage Oak - i-ready pre an
		   process and assessments
		• Cal Pac- Aligning short- a
		   specialists meet with stude
		   or text to check in on their

Expenditures	BUDGETED $10,000.00 LCFF, Professional Development	ESTIMATED ACTUAL $3,289.24

Action

5

	PLANNED	ACTUAL

Actions/Services	1.5. Teacher and staff professional development on EL Master Plan, ELD Instruction, SDAIE strategies, ELD progress and reclassification.
	
	Follow Up: *PD effectiveness survey and results reviewed/follow through.* (WASC) (*EL)*
		• Sage Oak SDAIE Strategi
		  and all parents
		• ELD Training- 11/13/17; se
		• CALPAC - All teachers we
		  and asked to provide addi
		  Additional training on EL a
		  been requested and will b
		  the year.

	BUDGETED	ESTIMATED ACTUAL
Expenditures	$5,000.00 LCFF, Contracts and Services	No Cost

Action

6

	PLANNED	ACTUAL

Actions/Services	1.6 Students will be provided with instructional strategies connected to the grade level curriculum to become creative and complex thinkers, effective communicators, community/global participants, and empowered independent learners.
	(WASC) (All Students)
		• Sage Oak - SLOs discuss
		  students meeting these ou
		• Cal Pac SLO's embedded
		• Collaboration on Survey R
		  Practices, 1/2018, Program

	BUDGETED	ESTIMATED ACTUAL
Expenditures	No Cost	No Cost

Action

7

Actions/Services	**PLANNED** 1.7 Teacher and parent training, for teaching students with disabilities, on successful strategies and intervention *FOLLOW-UP: Training effectiveness survey included, results reviewed/follow through.* (WASC) (SWD)	● **ACTUAL** ● <u>Successful Strategies for</u> <u>Learning Difficulties</u> 10/1... parents ● <u>Creating and Using Rubr...</u> and all parents ● <u>Response to Intervention...</u> staff and all parents ● <u>Monitoring Student Progr...</u> and all parents ● 4/20/18, <u>Equity in Educat...</u> (Program Directors).
Expenditures	**BUDGETED** No Cost	**ESTIMATED ACTUAL** No Cost

ANALYSIS

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	The Community Collaborative Virtual School – Sage Oak Charter Directors have demonstrated the incorporation of the action steps in the program's e...
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Community Collaborative Virtual School – Sage Oak Cha... CAASPP & LCFF Evaluation Rubric DASHBOARD The Community Collaborative Virtual – Sage Oak CAASPP did not return an... 2017-18 LCFF Dashboard Results: ELA: No Color: ALL Students, 25.6 points below standard MATH: No Color: ALL Students, 57.2 points below standard
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	1.1 based on student enrollment 1.4, 1.5 some trainings done "in-house" reducing costs
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	Actions: 1.5, 1.7, 3.3, 3.4 overlap and will be combined in 1.5 to reflect training oppo... and parents. 1.5 Provide teacher and parent training, learning opportunities and wor... for example: Teaching students with disabilities, EL Master Plan, ELD progress and... Home, and Common Core. (ALL, EL, SWD, FY, Socioeconomic). *With the combination of 1.5 and 1.7…there will be no 1.7* 1.1 will be modified to align with WASC goal: 1.1 Evaluate students' levels of acade... local assessment results and provide targeted interventions: meeting with guidance... RTI process, tutor support from approved vendors, time management training with s... *across departments to streamline intervention process and to measure the effective... be done. (All Students) (WASC)*

Goal 2	We will promote a high ADA and a positive school climate by providing high-qua practices, and interventions to ensure student success.

State and/or Local Priorities Addressed by this goal:	STATE ☒ 1 ☒ 2 ☐ 3 ☒ 4 ☒ 5 ☐ 6 ☒ 7 ☒ 8
	COE ☐ 9 ☐ 10
	LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED	**ACTUAL**
Chronic Absenteeism: Decrease chronic absenteeism rate by 2% each year Expulsion Rate: 0%. Maintain 0% expulsion rate. Suspension Rate 0%. Maintain 0% suspension rate.	A baseline will be developed from 2017- Chronic Absenteeism: 1% Expulsion Rate: 0% Suspension Rate: 0%

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

Action

1

	PLANNED	ACTUAL
Actions/Services	2.1 Focus on school climate and student engagement and maintain a high rate of ADA, Availability of RTI at all levels, Guidance Counselor, and Credit Recovery Options for Secondary Level (WASC) (All Students)	● Sage Oak - Prior to each le parents, and teachers work plan and set goals for that individualized plan is desig meeting content standards individualized learning mod ● Cal Pac-Work with school A: Credit Recovery availab ● 5/2/18, Multi-Tiered Syste collaboration/training (Prog
Expenditures	BUDGETED No Cost	ESTIMATED ACTUAL No Cost

Action

2

	PLANNED	ACTUAL
Actions/Services	2.2 Maintaining the appropriate assignment and professional development of teachers who are fully credentialed in the subject areas of the pupils they are teaching*.* *FOLLOW-UP*: *Training effectiveness survey included, results reviewed/follow through*. (WASC) (All Students)	● We maintain the appropria professional development credentialed in the subject teaching.
	BUDGETED	**ESTIMATED ACTUAL**
Expenditures	$115,000.00 LCFF, Certificated Salaries and Benefits	$1,404,298.78

Action

3

	PLANNED	ACTUAL
Actions/Services	2.3 Frequent contact with parents in order to update them on student progress and notify them of events. *(All Students)*	• Sage Oak - Clear and con[...] weekly emails to parents a[...] • School social media accou[...] accessible by parents • Cal Pac- Website student [...] teachers send weekly par[...]
Expenditures	**BUDGETED** $5,000.00 LCFF, Contracts and Services	**ESTIMATED ACTUAL** No Cost

ANALYSIS

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	The Community Collaborative Virtual School – Sage [...] Directors have demonstrated the incorporation of the action steps in th[...] practice.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	A baseline will be developed from 2017-18 data. 1% absenteeism rate 0% Suspensions 0% Expulsions
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	2.2 based on increased student enrollment 2.3 web based – use of technology
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.	2.1 will be modified to reflect our metric of increasing our ADA by [...] absenteeism by 2% each school year. 2.2 and 4.2 overlap and will be combined in 2.2: Recruit and retain hig[...] single subject teachers and maintain their appropriate assignment in th[...] they are teaching; and, hire highly qualified classified staff according to[...]

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	We will establish connections and partnerships with our families and community to increase[...] ensure safety and satisfaction to support student learning and achievement. *Effective and meaningful transparent communication will provide all stakeholders opportunities for input i[...] and charter levels as measured by the rate of participation in PAC meetings and survey input.*

State and/or Local Priorities Addressed by this goal:	STATE ☐ 1 ☐ 2 ☒ 3 ☐ 4 ☒ 5 ☒ 6 ☐ 7 ☐ 8
	COE ☐ 9 ☐ 10
	LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
Parent and student satisfaction will increase by 2% as measured by survey results.	2017-18: 98.4% Connectedness: feel safe, valued 93.2% Overall Satisfaction rate

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

Action

1

	PLANNED	ACTUAL
Actions/Services	3.1 Provide meaningful and transparent communication with all stakeholders to ensure that parents, students and teachers feel that our schools are providing opportunities for participation and input *(All Students).*	● Sage Oak has implemente Advisory Councils to seek school in all areas. ● Teacher and parent survey ● Cal Pac- Website, monthly emails
	BUDGETED	ESTIMATED ACTUAL
Expenditures	$500.00 LCFF, Contracts and Services	No Cost

Action

2

	PLANNED	ACTUAL
Actions/Services	3.2 Notification of Surveys, Parent Meetings, Board of Trustee Public meetings will be shared in a timely manner through emails, website and other social media schools sites. *(All Students)*	● Sage Oak - We value pare feedback. The feedback w what we offer our students we create for our teachers open dialogue, both online ● Cal Pac - PAC meetings a through direct email to stu meetings are announced board agendas).
Expenditures	BUDGETED $25,000.00 LCFF Contracts and Services	ESTIMATED ACTUAL $7,972.87

Action

3

Actions/Services	**PLANNED**
	3.3 Provide parent training, learning opportunities and workshops on common core, NGSS, literacy at home, progress monitoring.
	Training effectiveness survey included and results reviewed/discussed/follow through. (WASC) (All Students)
		ACTUAL
		● Sage Oak - We offer a wid
		  webinar parent trainings b
		  Trainings are hosted by Sa
		  vendors.
		● Monitoring Student Progre
		  and all parents
		● NGSS trainings to take pla
		● Cal Pac - No, parents are
		  Teachers are trained in NC

Expenditures	**BUDGETED** $1,000.00 LCFF Contracts and Services	**ESTIMATED ACTUAL** No Cost

Action

4

Actions/Services	**PLANNED**
	3.4 Provide EL parent training on EL Master Plan and notification of ELD placement, ELD progress and reclassification.
	Training effectiveness survey with results reviewed/follow through. (WASC) (EL)
		ACTUAL
		● Sage Oak - SDAIE Strateg
		  and all parents
		● ELD Training- 11/13/17; se
		● Cal Pac - Our Guidance C
		  to explain placement and
		  reclassification. We also
		  language of the family.

Expenditures	**BUDGETED** No Cost	**ESTIMATED ACTUAL** No Cost

Action

5

	PLANNED	ACTUAL
Actions/Services	3.5 Ensure that parents, students and teachers feel that our schools are providing a safe, positive, inclusive, welcoming and aesthetically pleasing learning environment. (All Students)	• We ensure that parents, s... we are providing a safe, p... welcoming learning enviro... • Safe Schools Online Tra...
Expenditures	BUDGETED $2,000.00 LCFF Contracts and Services	ESTIMATED ACTUAL $2,000.00

Action

6

	PLANNED	ACTUAL
Actions/Services	3.6 Properly vet all newly hired vendors to ensure standards alignment and safety for our students. (All Students)	● The AP department prope vendors.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	$3,000.00 LCFF Contracts and Services	No Cost

Action

7

Draft

	PLANNED	ACTUAL
Actions/Services	3.7 The Charter will continue to maintain a safe learning environment for all students by training the teachers and staff on school wide safety plans. (All Students)	• Sage Oak: Date of safety • Safe School Training all s of hire • Cal Pac 2/5/18 • Safe Schools Online Tr
	BUDGETED	ESTIMATED ACTUAL
Expenditures	$2,000.00 LCFF Contracts and Services	No Cost

Action

8

	PLANNED	ACTUAL
Actions/Services	3.8 Notices, reports, statements or records sent to a parent or guardian will be translated as needed. (EL)	• All Spanish Speaking pa[...] teacher; emails and infor[...] • Preferred language for co[...] our Intent to Enroll and a[...] • Translated documents ar[...] all parents and students i[...]
	BUDGETED	ESTIMATED ACTUAL
Expenditures	$10,000.00 LCFF Salaries and Benefits	$2,080.00

Action

9

	PLANNED	ACTUAL
Actions/Services	3.9 Operations of the Charter are maintained and controlled through the management, oversight, and provision of basic operating services to all by the cabinet: Director of Education, Director of Student Services and the Executive Directors. *(All Students)*	• The Operations of the (controlled through the and provision of basic (
	BUDGETED	ESTIMATED ACTUAL
Expenditures	$120,000.00 LCFF Admin Salaries and Benefits and Business Services	$248,309.31

ANALYSIS

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	The Community Collaborative Virtual School – Sage Oak Charter Directors have demonstrated the incorporation of the action steps in th practice.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Safety Plan review/training: • Sage Oak: 2/9/16, all staff- 9/8/17 or within 30 days of hire • Cal Pac 2/5/18 A focus to establish connections and partnerships with our charter great importance and, as can be seen in our "actual" actions/servi is of great importance to us.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	3.1, 3.2 web-based - use of technology decreases cost 3.3, 3.7 training done "in-house" decreasing cost 3.6 AP department properly vets all newly hired vendors. 3.8 translator's salary 3.9 based on enrollment – program needs
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.	Actions: 1.5,1.7, 3.3, 3.4 overlap and will be combined in 1.5 to reflect available to teachers and parents. 1.5 Provide teacher and parent train and workshops on a variety of topics; for example: Teaching students Plan, ELD progress and reclassification, Literacy at Home, Common (Emotional Learning (SEL). (ALL, EL, SWD, FY, Socioeconomic). 3.9 will be modified to clarify the operations of the charter. With the combination of 3.3 and 3.4 in 1.5, 3.9 will be 3.7.

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	We will ensure that students are on-track to graduate from high school, and ha[...] Career Technical Education.

State and/or Local Priorities Addressed by this goal:	STATE ☒ 1 ☒ 2 ☐ 3 ☒ 4 ☒ 5 ☒ 6 ☒ 7 ☒ 8
	COE ☐ 9 ☐ 10
	LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
Increase the graduation rate by 2%	Graduation Rate *** less than 11 student[...] privacy**
Increase UC/CSU eligible or accepted to four-year college by 2%	College/Career Prepared ***less than 11 s[...] displayed for privacy**

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

Action

1

Actions/Services	**PLANNED**
	4.1 Develop a comprehensive College and Career readiness program for middle and high school students that helps align student strengths and interests to post-secondary goals; Increase Career Technical opportunities to prepare students for the 21st century workforce and global competencies. (WASC) (All Students)
		ACTUAL
		● <u>Sage Oak:</u> We offer a varie
		  courses and extracurricula
		  students with options to ex
		  learning. Through career e
		  career-relevant field trips, a
		  college tours, students are
		  connection between these
		  unique career and educatio
		● <u>Cal Pac:</u> Monitoring month
		  readiness.
		● Curriculum college and car
		● Avid program geared towar
		  readiness.
		● CTE - Intro to business cla
		● CTE Workshop – LACOE (
		  Best Practices Model

Expenditures	**BUDGETED** $316,500.00 LCFF Books and Supplies	**ESTIMATED ACTUAL** Included in 1.1

Action

2

	PLANNED	ACTUAL
Actions/Services	4.2 Improve instructional practice through recruiting and retaining multiple subject and single subject, highly qualified teachers and highly qualified classified staff. (All Students)	● We recruit highly qualified classified staff.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	$250,000.00 LCFF Certificated Salaries and Benefits	Included in 2.2

Action

3

	PLANNED	ACTUAL
Actions/Services	4.3 Provide high quality instruction and curriculum that promotes college and career readiness with academic interventions (All Students)	• We review and assess the promote college and care interventions.
	BUDGETED	**ESTIMATED ACTUAL**
Expenditures	$250,000.00 LCFF Certificated Salaries and Benefits	Included in 2.2

Action

4

	PLANNED	ACTUAL
Actions/Services	4.4 Offer AVID elective classes for middle/high school students. (All Students)	• AVID is geared toward col • Implementation of College course for all HS students
	BUDGETED	ESTIMATED ACTUAL
Expenditures	Included in Goal 1, Action Step 1 LCFF Books and Supplies	Included in 1.1

Action

5

Actions/Services	**PLANNED** 4.5 Ensure all students have opportunity for intensive CAASPP preparation specifically low income, EL, Foster Youth students and students with disabilities. (LI, FY, EL, SWD)	**ACTUAL** ● We ensure that our studer CAASPP preparation with student groups. ● Resources are placed on teachers run CAASPP "bo practice tests are embedd Career Readiness class w
Expenditures	**BUDGETED** $20,000.00 LCFF Certificated Salaries and Benefits	**ESTIMATED ACTUAL** Included in 2.2

Action

6

	PLANNED	ACTUAL
Actions/Services	4.6 Review student transcripts for a intersession option for students to make up missed credits (All Students)	• All students have access t and advancement.
Expenditures	BUDGETED $5,000.00 LCFF Certificated Salaries and Benefits	ESTIMATED ACTUAL Included in 2.2

Action

7

		PLANNED	ACTUAL
Actions/Services		4.7 Advanced Placement exam costs for low-income and foster youth who are experiencing a financial hardship. (LI, FY)	● Costs for AP exams are [...] need. No students reque[...]
		BUDGETED	ESTIMATED ACTUAL
Expenditures		$25,000.00 LCFF Books and Supplies	No Cost

ANALYSIS

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	The Community Collaborative Virtual School – Sage Oak [...] Directors have demonstrated the incorporation of the action steps in the progra[...]
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Ensuring that students are on-track to graduate from high scho[...] College and Career Technical Education is evident in the "actual[...] Overall Effectiveness: Graduation Rate *** less than 11 students - data not displayed for priv[...]** College/Career Prepared ***less than 11 students - data not displayed [...]**
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	4.7 students did not request AP exam support.
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.	Annual Review input shows that 4.2 overlap with 2.2. 4.2 will be combined with[...] NEW action step. To address the graduation and college prepared rates a new action step will be [...] *students are more likely to earn a diploma if they do well in 9th grade.* **New** 4.2 Students transitioning from middle to high school will be monitored to k[...] graduate from high school by monitoring attendance data, providing collective s[...] academic success, raising the academic bar, and fostering support to ease tran[...] high school. 4.3 will be modified to align with WASC goal: 4.3 Provide high quality instructio[...] promotes college and career readiness with academic interventions. *Review an[...] curriculum to maintain engaging and rigorous curriculum supporting college an[...]* (All Students)

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?
LCAP Annual Review Meetings were held at each of the schools. Parents were invited to participate and give input. 2/07/18, 2/12/18, 2/21/18
Director Mtgs. (LCAP): 5/12/17, 6/9/17, 9/8/17, 11/03/17, 1/12/18, 2/23/18, 3/9/18
Board of Directors: LCAP Input Survey Results: 4/12/2018
Board of Directors LCAP Draft Review and Input: 5/18/18
Board of Directors Public Hearing: 6/14/18
LCAP Final Approval: 6/28/18

IMPACT ON LCAP AND ANNUAL UPDATE

How did these consultations impact the LCAP for the upcoming year?
This was an excellent opportunity for the Community Collaborative Virtual School – Sage Oak Charter schools to review and to collaborate and share their results with their students, parents, teachers, and community stakeholders. As a res 2018-19 LCAP action steps were made to address program needs and parent input:
1.5, 1.6, 3.3 and 3.4 overlapped and have been combined: 3.3 and 3.4 have been removed from Goal 3 and integrated
1.5 Provide teacher and parent training, learning opportunities and workshops on a variety of topics; for example: Teach EL Master Plan, ELD progress and reclassification, Literacy at Home, Common Core, and Social and Emotional Learni FY, Socioeconomic).
2.2 and 4.2 overlapped and have been combined:
2.2 Recruit and retain multiple and single subject teachers and maintain their appropriate assignment in the subject are teaching; and, hire highly qualified classified staff according to their job description.
New 4.2 Students transitioning from middle to high school will be monitored to keep students "on-track" to graduate fro attendance data, providing collective support from teachers for academic success, raising the academic bar, and foster through middle and high school.

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	We will improve the academic achievement of ALL students through effectiv[...] challenging and engaging curriculum and aligned assessments in language [...] promote student progress of English Learners, other unduplicated student g[...] with disabilities.

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 improve the academic achievement of "ALL" students we must re[...] and Math, identify RTI and implement best practices to promote stu[...] CAASPP Baseline Data.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19
CAASPP ELA Met or Exceeded	A baseline will be developed from 2017-18 CAASPP data.	A baseline will be developed from 2017-18 CAASPP data.	CAASPP Results: Met and/or Exceeded ELA: 38;.40%
CAASPP Math Met or Exceeded	A baseline will be developed from 2017-18 CAASPP data.	A baseline will be developed from 2017-18 CAASPP data. None posted	Math: 19.20%
LCFF Evaluation Rubrics	A baseline will be developed from 2017-18 LCFF reports.	2017-18 LCFF Dashboard Results: **ELA:** No Color: ALL Students, 25.6 points below standard **MATH**: No Color: ALL Students, 57.2 points below standard	Expected: 10 point increase from 2017-18 in ELA and Math

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditure[...]

Action 1

Students to be Served ☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____

Location(s) ☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served ☐ English Learners ☐ Foster Youth ☐ Low Income

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

Location(s) ☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modifie
1.1 Evaluate students' levels of academic performance based on local assessment results and provide targeted interventions: meeting with guidance director, curriculum director, RTI process, tutor support from approved vendors, time management training with student/parent. *(All Students)*	1.1 Evaluate students' levels of academic performance based on local assessment results and provide targeted interventions: meeting with guidance director, curriculum director, RTI process, tutor support from approved vendors, time management training with student/parent. Collaboration across departments to streamline intervention process and to measure the effectiveness of the intervention will be done. *(All Students) (WASC)*	1.1 Evaluate stude performance base and provide target guidance director, process, tutor sup time management Collaboration acro intervention proce effectiveness of th *(All Students) (WA*

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$500,000.00 ($265,578.74)	Amount	$1,399,041.28	Amount	$1,46
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Books and Supplies	Budget Reference	Books and Supplies	Budget Reference	Book

Action 2

Students to be Served ☐ All ☒ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s) ☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served ☒ English Learners ☒ Foster Youth ☒ Low Income

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

Location(s) ☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modifie
1.2 Monitor Low Income pupils, Foster Youth, English Learners, and Students With Disabilities for proficiency on state and local assessments to ensure academic success or refer to the RTI, SST or IEP team. (LI, FY, EL, SWD)	1.2 Monitor Low Income pupils, Foster Youth, English Learners, and Students With Disabilities for proficiency on state and local assessments to review learner outcomes to ensure academic success or refer to the RTI, SST or IEP team. (LI, FY, EL, SWD)	1.2 Monitor Low In English Learners, for proficiency on review learner out success or refer to (LI, FY, EL, SWD)

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$82,800.00	Amount	Included in 2.2	Amount	Inclu
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Certificated Salaries and Benefits	Budget Reference	Certificated Salaries and Benefits	Budget Reference	Certif

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served ☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____
Location(s) ☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served ☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services ☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s
Location(s) ☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modifie
1.3. All students will have access to materials/learning experiences aligned to common core standards through multiple channels assisting students in completing standards aligned content: *(All Students)* ● *Online courses, credit recovery, core programs* ● *Supplemental curriculum and materials supporting common core standards* ● *Extended School year* ● *Digital curriculum aligned to common core* *Service vendors offering educational opportunities across geographical area*	1.3. All students will have access to materials/learning experiences aligned to common core standards through multiple channels assisting students in completing standards aligned content: *(All Students)* ● *Online courses, credit recovery, core programs* ● *Supplemental curriculum and materials supporting common core standards* ● *Extended School year* ● *Digital curriculum aligned to common core* *Service vendors offering educational opportunities across geographical area*	1.3. All students w materials/learning common core stan channels assisting standards aligned ● *Online cour programs* ● *Supplemen supporting c* ● *Extended S* ● *Digital curri* *Service vendors off across geographica*

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$19,500.00	Amount	Included in 1.1	Amount	Inclu...
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Books and Supplies	Budget Reference	Books and Supplies	Budget Reference	Book...

Action 4

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

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s...
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modifie...
1.4 Professional development and ongoing trainings and discussions on the creation and use of rubrics and student academic achievement data to inform instruction and identifying effective targeted interventions for students struggling to meet grade level proficiency will be planned and provided. Follow Up: *PD effectiveness survey and results reviewed/follow through* (WASC) *(All Students)*	1.4 Professional development and ongoing trainings and discussions on the creation and use of rubrics and student academic achievement data to inform instruction and identifying effective targeted interventions for students struggling to meet grade level proficiency will be planned and provided. Follow Up: *PD effectiveness survey and results reviewed/follow through* (WASC) *(All Students)*	1.4 Professional trainings and dis... and use of rubric... achievement dat... identifying effect... for students stru... proficiency will b... Follow Up: *PD e... results reviewed... Students)*

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$10,000.00 ($3,289.24)	Amount	$33,472.91	Amount	$35,1...
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Professional Development	Budget Reference	Professional Development	Budget Reference	Profe...

Action 5

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

| Students to be Served | ☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____ |
| Location(s) | ☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____ |

<div align="center">OR</div>

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 ☐ Modifie...
1.5. Teacher and staff professional development on EL Master Plan, ELD Instruction, SDAIE strategies, ELD progress and reclassification. Follow Up: *PD effectiveness survey and results reviewed/follow through.*(WASC) (*EL*) (1.5 combined with 1.7,3.3,3.4)	1.5 Provide teacher professional development and parent training, learning opportunities and workshops on a variety of topics; for example: Teaching students with disabilities, EL Master Plan, ELD progress and reclassification, SDAIE strategies, Literacy at Home, Common Core, and Social and Emotional Learning (SEL). (ALL, EL, SWD, FY, LI).	1.5 Provide teac... development an... opportunities an... topics; for examp... disabilities, EL M... and reclassificati... Common Core, a... Learning (SEL)...

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$5,000.00 (No Cost)	Amount	Included in 1.4	Amount	Inclu...
Source	LCFF	Source		Source	
Budget Reference	Professional Development	Budget Reference		Budget Reference	

Action **6**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

<div align="center">OR</div>

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:_____

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modifie
1.6 Students will be provided with instructional strategies connected to the grade level curriculum to become creative and complex thinkers, effective communicators, community/global participants, and empowered independent learners. (WASC) (All Students)	1.6 Students will be provided with instructional strategies connected to the grade level curriculum to become creative and complex thinkers, effective communicators, community/global participants, and empowered independent learners. (WASC) (All Students)	1.6 Students will instructional stra grade level curri and complex thir communicators, participants, and learners. (WASC) (All Stude

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	No Cost	Amount	No Cost	Amount	No C
Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

	☐ New	☐ Modified	☒ Unchanged
Goal 2	We will promote a high ADA and a positive school climate by providing high practices, and interventions to ensure student success.		

State and/or Local Priorities Addressed by this goal:

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

Identified Need

Decreasing chronic absenteeism by 2% annually. We recognize that regularly have been shown to be engaged, achieve at higher levels

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19

Chronic Absenteeism	A baseline will be developed form 2017-18 data. *Decreasing chronic absenteeism by 2% annually*	1% absenteeism rate	Maintain or decrease absenteeism rate
Expulsion Rate	0%	0%	0%
Suspension Rate	0%	0%	0%

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 ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modifie
2.1 Focus on school climate and student engagement and maintain a high rate of ADA, availability of RTI at all levels, Guidance Counselor, and Credit Recovery Options for Secondary Level (WASC) (All Students)	2.1 Focus on school climate and student engagement and maintain a high rate of ADA, availability of RTI at all levels, Guidance Counselor, and Credit Recovery Options for Secondary Level (WASC) (All Students)	2.1 Focus on sch engagement and ADA, availability Guidance Couns Options for Seco Students)

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	No Cost	Amount	No Cost	Amount	No C
Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modifie
2.2 Maintaining the appropriate assignment and professional development of teachers who are fully credentialed in the subject areas of the pupils they are teaching. *FOLLOW-UP: Training effectiveness survey included, results reviewed/follow through.* (WASC) (All Students) *2.2 and 4.2 combined*	2.2 Recruit and retain highly qualified multiple and single subject teachers and maintain their appropriate assignment in the subject areas of the pupils they are teaching; and, hire highly qualified classified staff according to their job description. (WASC) (All)	2.2 Recruit and r multiple and sing maintain their ap subject areas of teaching; and, hi staff according to (WASC) (All)

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$115,000.00 ($1,404,298.78)	Amount	$9,010,353.26	Amount	$9,46
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Certificated Salaries and Benefits	Budget Reference	Certificated Salaries and Benefits	Budget Reference	Certifi

Action **3**

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

| Students to be Served | ☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____ |
| Location(s) | ☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____ |

OR

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

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ School wide **OR** ☐ Limited to Unduplicated Student Group(
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modifie

2.3 Frequent contact with parents in order to update them on student progress and notify them of events. *(All Students)*	2.3 Frequent contact with parents in order to update them on student progress and notify them of events. *(All Students)*	2.3 Frequent con... update them on them of events. (

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$5,000.00 (no cost)	Amount	No Cost	Amount	No C...
Source	LCFF	Source		Source	
Budget Reference	Contracts and Services	Budget Reference		Budget Reference	

☐ New	☐ Modified	☒ Unchanged

Goal 3	We will establish connections and partnerships with our families and community to incr... involvement, ensure safety and satisfaction to support student learning and achieveme... *Effective and meaningful transparent communication will provide all stakeholders opportunities for in... program and charter levels.*

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☒ 3 ☐ 4 ☒ 5 ☒ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

Maintaining engagement/involvement and our stakeholder satisfacti... We recognize that increasing engagement/involvement will improve... experience and performance; and, improve stakeholder satisfaction...

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19
Survey Results	Baseline set 2017-2018 Maintain or increase by 2%	2017-2018 173 Participants 98.4% feel safe, valued and respected	2018-19 256 Participants 100% Connectedness: feel safe, valued and respected
Survey Results	Baseline set 2017-2018 Maintain or increase by 2%	2017-18 93.2% overall satisfaction rate	100% Overall Satisfaction rate
Safety Plan Review and Training	Annual Review and Training	9/8/17, 2/5/18	3/18, 2/19, 3/19 Online safety training for all staff November/December 2018

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 | ☐ [Specific Student Group(s)] _____ |
| Location(s) | ☒ All schools | ☐ Specific Schools:_____ | ☐ Specific Grade spans:_____ |

OR

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

Students to be Served	☐ English Learners	☐ Foster Youth	☐ Low Income
Scope of Services	☐ LEA-wide	☐ School wide	**OR**	☐ Limited to Unduplicated Student Group(
Location(s)	☐ All schools	☐ Specific Schools:_____	☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modifie
3.1 Provide meaningful and transparent communication with all stakeholders to ensure that parents, students and teachers feel that our schools are providing opportunities for participation and input *(All Students)*.	3.1 Provide meaningful and transparent communication with all stakeholders to ensure that parents, students and teachers feel that our schools are providing opportunities for participation and input *(All Students)*.	3.1 Provide mea communication v ensure that pare feel that our sch opportunities for *Students)*.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$500.00 (no cost)	Amount	No Cost	Amount	No C
Source	LCFF	Source		Source	
Budget Reference	Contracts and Services	Budget Reference		Budget Reference	

Action **2**

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

| Students to be Served | ☒ All | ☐ Students with Disabilities | ☐ [Specific Student Group(s)] _____ |
| Location(s) | ☒ All schools | ☐ Specific Schools:_____ | ☐ Specific Grade spans:_____ |

OR

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

Students to be Served	☐ English Learners	☐ Foster Youth	☐ Low Income
Scope of Services	☐ LEA-wide	☐ School wide	**OR**	☐ Limited to Unduplicated Student Group(
Location(s)	☐ All schools	☐ Specific Schools:_____	☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modifie
3.2 Notification of Surveys, Parent Meetings, Board of Director Public meetings will be shared in a timely manner through emails, website and other social media schools sites. *(All Students)*	3.2 Notification of Surveys, Parent Meetings, Board of Director Public meetings will be shared in a timely manner through emails, website and other social media schools' sites. *(All Students)*	3.2 Notification o Board of Directo shared in a timel website and othe sites. *(All Stude*

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$25,000.00 ($7,972.87)	Amount	$34,239.08	Amount	$35,9
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Contracts and Services	Budget Reference	Contracts and Services	Budget Reference	Contr

Action   **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ School wide **OR** ☐ Limited to Unduplicated Student Group(
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modifie
3.3 Provide parent training, learning opportunities and workshops on common core, NGSS, literacy at home, progress monitoring. *Training effectiveness survey included and results reviewed/discussed/follow through.* (WASC) (All Students) (3.3 combined with 1.5)	3.3 Ensure that parents, students and teachers feel that our schools are providing a safe, positive, inclusive, welcoming and aesthetically pleasing learning environment. (All Students) *Training effectiveness survey included and results reviewed/discussed/follow through.* (WASC) (All Students)	3.3 Ensure tha teachers feel t providing a saf welcoming and learning enviro *Training effective results reviewed/ (WASC) (All Stu

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$1,000.00 (no cost)	Amount	No Cost	Amount	No C

| Source | LCFF | Source | | Source | |
| Budget Reference | Contracts and Services | Budget Reference | | Budget Reference | |

Action 4

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

| Students to be Served | ☒ All   ☐ Students with Disabilities   ☐ [Specific Student Group(s)]_____ |
| Location(s) | ☒ All schools   ☐ Specific Schools:_____   ☐ Specific Grade spans:_____ |

OR

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

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ School wide **OR** ☐ Limited to Unduplicated Student Group(
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modifie
3.4 Provide EL parent training on EL Master Plan and notification of ELD placement, ELD progress and reclassification. *Training effectiveness survey with results reviewed/follow through.* (WASC) (EL) (3.4 combined with 1.5)	3.4 Properly vet all newly hired vendors to ensure standards alignment and safety for our students. (All Students)	3.4 Properly vet ensure standard our students. (All Students)

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	No Cost	Amount	No Cost	Amount	No C
Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

Action 5

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

| Students to be Served | ☒ All   ☐ Students with Disabilities   ☐ [Specific Student Group(s)]_____ |
| Location(s) | ☒ All schools   ☐ Specific Schools:_____   ☐ Specific Grade spans:_____ |

OR

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

| Students to be Served | ☐ English Learners   ☐ Foster Youth   ☐ Low Income |
| Scope of Services | ☐ LEA-wide   ☐ School wide   **OR**   ☐ Limited to Unduplicated Student Group(|

| | Location(s) | ☐ All schools | ☐ Specific Schools:_____ | ☐ Specific Grade spans:_____ |

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modifie
3.5 The Charter will continue to maintain a safe learning environment for all students by training the teachers and staff on school wide safety plans. (All Students) was 3.7	3.5 The Charter will continue to maintain a safe learning environment for all students by training the teachers and staff on school wide safety plans. (All Students)	3.5 The Charter safe learning en training the teach wide safety plan (All Students)

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$2,000.00	Amount	$2,100.00	Amount	$2,20
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Contracts and Services	Budget Reference	Contracts and Services	Budget Reference	Contr

Action **6**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served	☒ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modifie
3.6 Notices, reports, statements or records sent to a parent or guardian will be translated as needed. (EL) was 3.8	3.6 Notices, reports, statements or records sent to a parent or guardian will be translated as needed. (EL)	3.6 Notices, repo sent to a parent translated as ne

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$10,000.00 ($2,080.00)	Amount	$2,200.00	Amount	$2,50
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Salaries and Benefits	Budget Reference	Salaries and Benefits	Budget Reference	Salar

Action **7**

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modifie
3.7 Operations of the Charter are maintained and controlled through the management, oversight, and provision of basic operating services to all by the cabinet: Director of Education, Director of Student Services and the Executive Directors. *(All Students)* was 3.9	3.7 Operations of the Charter are maintained and controlled through the management, oversight, and provision of operating services by the cabinet members. *(All Students)*	3.7 Operations o maintained and c management, ov operating service *(All Students)*

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$120,000.00 ($248,309.31)	Amount	$2,068,788.66	Amount	$2,17
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Admin Salaries and Business Services	Budget Reference	Admin Salaries and Business Services	Budget Reference	Admi

☐ New	☐ Modified	☒ Unchanged

Goal 4	We will ensure that students are on-track to graduate from high school, and and Career Technical Education.

State and/or Local Priorities Addressed by this goal:	STATE ☒ 1 ☒ 2 ☐ 3 ☐ 4 ☒ 5 ☒ 6 ☒ 7 ☒ 8
	COE ☐ 9 ☐ 10
	LOCAL _____
Identified Need	Increase the graduation rate, UC/CSU eligibility (prepared through A Dashboard rating of "VERY LOW."

Metrics/Indicators	Baseline	2017-18	2018-19
Graduation Rates	Develop a baseline from 2017-18 data	2017-18 dashboard data: less than 11 students - data not displayed	Increase %
College/Career Prepared	Develop a baseline from 2017-18 data	2017-18 dashboard data: less than 11 students – data not displayed	Increase %

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 ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ School wide **OR** ☐ Limited to Unduplicated Student Group(
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modifie
4.1 Develop a comprehensive College and Career readiness program for middle and high school students that helps align student strengths and interests to post-secondary goals; Increase Career Technical opportunities to prepare students for the 21st century workforce and global competencies. (WASC) (All Students)	4.1 Develop a comprehensive College and Career readiness program for middle and high school students that helps align student strengths and interests to post-secondary goals; Increase Career Technical opportunities to prepare students for the 21st century workforce and global competencies. (WASC) (All Students)	4.1 Develop a co Career readines high school stud strengths and int goals; Increase C opportunities to 21st century wor competencies. (V

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$316,500.00 (included in 1.1)	Amount	Included in 1.1	Amount	Includ
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Books and Supplies	Budget Reference	Books and Supplies	Budget Reference	Books

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:			
Students to be Served	☒ All	☐ Students with Disabilities	☐ [Specific Student Group(s)] _____
Location(s)	☒ All schools	☐ Specific Schools:_____	☐ Specific Grade spans:_____

<div align="center">OR</div>

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	☐ School wide OR	☐ Limited to Unduplicated Student Group(
Location(s)	☐ All schools	☐ Specific Schools:_____	☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modifie
4.2 Improve instructional practice through recruiting and retaining multiple subject and single subject, highly qualified teachers and highly qualified classified staff. (All Students) (Combined with 2.2)	4.2 Students transitioning from middle to high school will be monitored to keep students "on-track" to graduate from high school by monitoring attendance data, providing collective support from teachers for academic success, raising the academic bar, and fostering support to ease transition through middle and high school.	4.2 Students trans school will be mon "on-track" to gradu monitoring attenda support from teach raising the academ to ease transition school.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$250,000.00 (Included in 2.2)	Amount	Included in 2.2	Amount	Includ
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Certificated Salaries and Benefits	Budget Reference	Certificated Salaries and Benefits	Budget Reference	Certifi

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:			
Students to be Served	☒ All	☐ Students with Disabilities	☐ [Specific Student Group(s)] _____
Location(s)	☒ All schools	☐ Specific Schools:_____	☐ Specific Grade spans:_____

<div align="center">OR</div>

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	☐ School wide OR	☐ Limited to Unduplicated Student Group(
Location(s)	☐ All schools	☐ Specific Schools:_____	☐ Specific Grade spans:_____

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modifie
4.3 Provide high quality instruction and curriculum that promotes college and career readiness with academic interventions. (WASC) (All Students)	4.3 Provide high quality instruction and curriculum that promotes college and career readiness with academic interventions. Review and strengthen the high school curriculum to maintain engaging and rigorous curriculum supporting college and career readiness. (WASC) (All Students)	4.3 Provide high curriculum that p readiness with a Review and stren curriculum to ma rigorous curriculu career readiness

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$250,000.00 (Included in 2.2)	Amount	Included in 2.2	Amount	Includ
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Certificated Salaries and Benefits	Budget Reference	Certificated Salaries and Benefits	Budget Reference	Certifi

Action **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served   ☒ All   ☐ Students with Disabilities   ☐ [Specific Student Group(s)]_____
Location(s)   ☒ All schools   ☐ Specific Schools:_____   ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served   ☐ English Learners   ☐ Foster Youth   ☐ Low Income
Scope of Services   ☐ LEA-wide   ☐ School wide   **OR**   ☐ Limited to Unduplicated Student Group(
Location(s)   ☐ All schools   ☐ Specific Schools:_____   ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modifie
4.4 Offer AVID elective classes for middle/high school students. (All Students)	4.4 Offer AVID elective classes for middle/high school students. (All Students)	4.4 Offer AVID e middle/high scho (All Students)

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	Included in Goal 1, Action Step 1	Amount	Included in 1.1	Amount	Includ
Source	LCFF	Source	LCFF	Source	LCFF

Budget Reference	Books and Supplies	Budget Reference	Books and Supplies	Budget Reference	Book

Action 5

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

Students to be Served	☐ All	☒ Students with Disabilities	☐ [Specific Student Group(s)] _____
Location(s)	☒ All schools	☐ Specific Schools:_____	☐ Specific Grade spans:_____

OR

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

Students to be Served	☒ English Learners	☒ Foster Youth	☒ Low Income
Scope of Services	☒ LEA-wide	☐ School wide **OR**	☐ Limited to Unduplicated Student Group(
Location(s)	☒ All schools	☐ Specific Schools:_____	☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modifie
4.5 Ensure all students have opportunity for intensive CAASPP preparation specifically low income, EL, Foster Youth students and students with disabilities. (LI, FY, EL, SWD)	4.5 Ensure all students have opportunity for intensive CAASPP preparation specifically low income, EL, Foster Youth students and students with disabilities. (LI, FY, EL, SWD)	4.5 Ensure all st intensive CAASP low income, EL, students with dis (LI, FY, EL, SWD

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	Included in 2.2	Amount	Included in 2.2	Amount	Inclu
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Certificated Salaries and Benefits	Budget Reference	Certificated Salaries and Benefits	Budget Reference	Certif

Action 6

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

Students to be Served	☒ All	☐ Students with Disabilities	☐ [Specific Student Group(s)] _____
Location(s)	☒ All schools	☐ Specific Schools:_____	☐ Specific Grade spans:_____

OR

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

Students to be Served	☐ English Learners	☐ Foster Youth	☐ Low Income
Scope of Services	☐ LEA-wide	☐ School wide **OR**	☐ Limited to Unduplicated Student Group(

| | Location(s) | ☐ All schools | ☐ Specific Schools:_____ | ☐ Specific Grade spans:_____ |

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modifie
4.6 Review student transcripts for an intersession option for students to make up missed credits. (All Students)	4.6 Review student transcripts for an intersession option for students to make up missed credits. (All Students)	4.6 Review stude intersession opti missed credits. (

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$5,000.00	Amount	Included in 2.2	Amount	Inclu
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Certificated Salaries and Benefits	Budget Reference	Certificated Salaries and Benefits	Budget Reference	Certi

Action **7**

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

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served	☐ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☒ LEA-wide ☐ School wide **OR** ☐ Limited to Unduplicated Student Group(
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modifie
4.7 Advanced Placement exam costs for low-income and foster youth who are experiencing a financial hardship. (LI, FY)	4.7 Advanced Placement exam costs for low-income and foster youth who are experiencing a financial hardship. (LI, FY)	4.7 Advanced Pl low-income and experiencing a fi

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$25,000 (no cost)	Amount	$3,196.00	Amount	$3,35
Source	LCFF	Source	LCFF	Source	LCFF

Budget Reference	Books and Supplies	Budget Reference	Books and Supplies	Budget Reference	Book

Demonstration of Increased or Improved Services for Unduplicated

LCAP Year

☐ 2017–18 ☒ 2018–19 ☐ 2019–20

Estimated Supplemental and Concentration Grant Funds: $71,387.00   Percentage to Increase or Improve Services:

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, eith 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 supp LEA-wide use of funds (see instructions).

The percentage increase in funding is based on enrollment figures in ELL, foster youth, and low-income subgroups pre-LCFF funding to the new model. Based on these assumptions, CCVS Sage Oak Charter School has budgeted a funding to reach these subgroups, specifically the school will provide: adaptive online content from a variety of cur Fuel Ed College & Career Readiness platform from Naviance, Brainhoney, technology equipment, local assessments learning, options for EL students, comprehensive curriculum for EL learners, improved data analytics reporting acr party dashboard, an extended world language platform for English language, assessment tool that drives and prov resources for the Response to Intervention (RTI) program.

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. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

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

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

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

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

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

Instructions: Linked Table of Contents

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

Plan Summary

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

When developing the LCAP, 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.

k 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. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

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

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, 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.
  - o 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 *EC* sections 52061, 52067, and 47606.5.

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and 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 *California Code of Regulations*, Title 5 (5 *CCR)* Section 15496(a)(5).

Percentage to Increase or Improve Services

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

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

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

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

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

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

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

- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most**

effective use of the funds to meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;

B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and

C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

A. The implementation of state board adopted academic content and performance standards for all students, which are:

    a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts

    b. Mathematics – CCSS for Mathematics

    c. English Language Development (ELD)

    d. Career Technical Education

    e. Health Education Content Standards

    f. History-Social Science

    g. Model School Library Standards

    h. Physical Education Model Content Standards

    i. Next Generation Science Standards

    j. Visual and Performing Arts

    k. World Language; and

B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;

B. How the school district will promote parental participation in programs for unduplicated pupils; and

C. How the school district will promote parental participation in programs for individuals with exceptional needs.

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

A. Statewide assessments;

B. The Academic Performance Index;

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

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

E. The English learner reclassification rate;

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

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

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

A. School attendance rates;

B. Chronic absenteeism rates;

C. Middle school dropout rates;

D. High school dropout rates; and

E. High school graduation rates;

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

A. Pupil suspension rates;

B. Pupil expulsion rates; and

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

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

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

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

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

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

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

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

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

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

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

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

Local Priorities address:

A. Local priority goals; and

B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

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

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

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

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

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

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

    (2) The total number of cohort members.

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

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

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

    (2) The total number of cohort members.

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

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

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

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

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

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

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

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

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

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

Guiding Questions: Goals, Actions, and Services

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

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