



LCAP Year  2017–18  2018–19  2019–20

# Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

LEA Name	Innovations Academy		
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## 2017-20 Plan Summary

### THE STORY

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

Innovations Academy opened our doors in September 2008 and located in four different locations in our first five years. We subsequently renewed our charter in 2013 and have been located in the northern part of the city of San Diego since. The students of Innovations Academy are drawn from all areas of the city and county. The population is comprised of approximately 20% special education students, 25% FRL, and many working class families of all races that are struggling to make it in an expensive economy supported by extended family even when they don't qualify as low income. Following a constructivist philosophy, our community is comprised of families that see value in both interactive learning and a strong social emotional program. The diversity of religion, family culture, world views and ethnicities create a deep learning experience.

As progressive constructivist educators, we believe that every student brings skills and knowledge to the educational experience. We believe that each person's journey is unique to them and is practically immeasurable. Our goal is to facilitate learning along that journey. The testing and data culture that has been created over the past 25 years has been destructive to both schools and children. Children are not data points, they are individuals each with unique variables contributing to their learning and educational experiences. What have recently been called 21st century skills, are truly skills for the education of all people, no matter the century, in order to have civic minded, highly functioning learners. These skills of collaboration and teamwork, creativity and imagination, critical thinking and problem solving are deeply rooted in our program. How we teach is profoundly different than the typical public school.

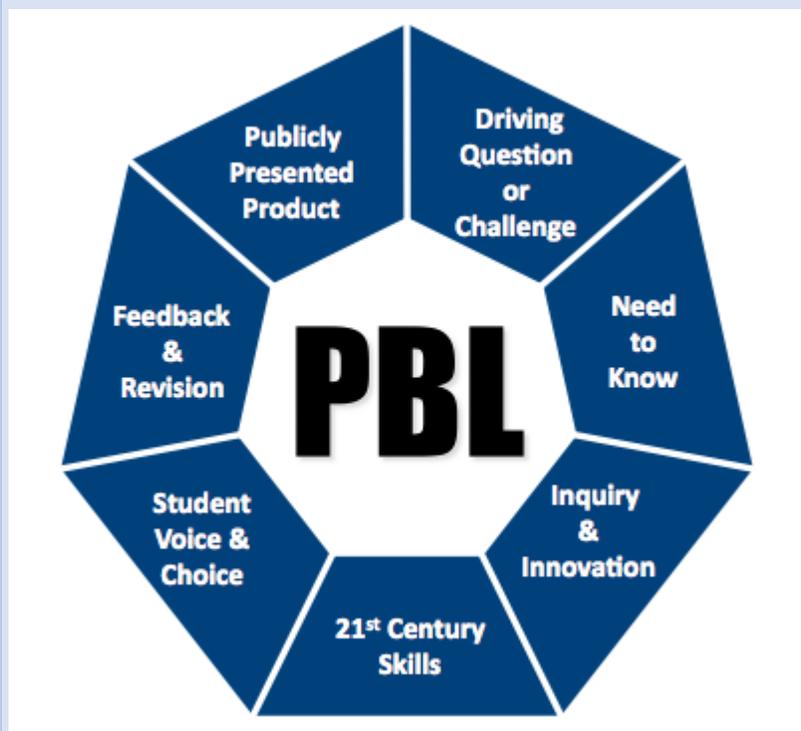
How we assess whether or not our school has achieved its goals is crucial to determining the overall effectiveness of our program components and structure. Frequent and varied assessments, both summative and formative, provide insight to teachers when planning instruction and serve as relevant data for use by school leadership when making decisions leading to program evaluation and improvement. Regular assessment and reporting of student outcomes also allows parents, students and teachers information needed to guide and decide the paths to take on the educational journey.

Innovations Academy utilizes both traditional assessments and teacher designed assessments to continually review current levels and progress. Traditional assessments such as the DRA and NWEA MAP assessment, writing rubrics, published curriculum and online resources are used alongside of student project work, Exhibitions, Student Lead

Conferences, Student Talk-Along Problem Solving, portfolio assessment and Student Presentations of Learning. We are very aware that no single assessment can define the skills, knowledge or academic level of a student and that there are many very different ways that a demonstration of learning can and should look.

Innovations Academy students learn the same content, standards and skills as all other students but how we do it is wonderful. At Innovations Academy we are dedicated to inquiry, deep project work and hands-on exploration. Our students build, discuss, debate, perform, create, interact, research, defend, cut, color, draw, diagnose, interview, speak, determine, explore in collaboration with each other and the real world. We provide the resources, guidance and expertise as adults who are further along in the journey.

Innovations Academy is dedicated to our mission which is to support students to powerfully create their lives through self-expression, compassionate connection and purposeful learning.



## LCAP HIGHLIGHTS

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

This year we significantly revised our LCAP. This is due to the fact that some of our LCAP goals had been met and that we had related items in multiple goals which made the flow of the document difficult to follow. Therefore, we grouped like items into categories to address the goals of Innovations Academy. Accordingly, the state priorities will be addressed through goals grouped into categories which are:

assessment, pedagogy and professional development, materials and resources, attendance and parent involvement and engagement.

**Assessment:** The summary of our goal is to have a cohesive and predictable plan that gives valuable information to teachers and parents about student progress and needs.

**Pedagogy and Professional Development:** The key to a constructivist classroom is solid pedagogical practices and for those to be in place, professional development and coaching are crucial.

**Materials and Resources:** This goal is intended for us to evaluate our materials and resources to see if they are doing their job.

**Attendance:** Some of our lowest academic students also have attendance issues. In order to look at how these are addressed, and to make sure they get addressed, we made this goal.

**Parent Involvement:** Truly, parents are the most important people in a child's life. When they know their child's needs and are vigilant, consistent and supportive, that child will make great strides.

## 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.

We have made progress in defining our assessments and being consistent with their use as well as making the data easily available for review. We have been consistent  
We have defined a variety of traditional and alternative opportunities for students to demonstrate their learning.

One of our main priorities initially in previous LCAPs has been to increase access to technology for learning and to define quality web and app based applications for learning. We have made great strides in this area. Though our EL population is quite small, we were worried about neglecting that small population so we made efforts to designate a staff person to assess and report on their needs. This was successful. As an alternative program, it has been and still is important for us to provide parent education and ongoing communication with parents to teach them how they can support their child, whether it be to understand their progress or work with them on areas that are particular interest to the family. We have provided parent education in a variety of media so that parents can be more informed. Professional development is an area of significant pride to us. Our teachers all participate in a specific group of designated trainings. This provides a common language they all can use when collaborating and reviewing each other. Additionally, we added to our LCAP a goal to encourage teachers to choose professional development of their own. This has given ownership to teachers to examine their own practice and evaluate where they would like to grow. We are also very proud of the quality of academics that is taking place at our school. Our students are involved with experts in a variety of professions and participate with community organizations to create interesting and relevant projects. We are not seeing this translated into high scores on state exams in every area, so we will be continuing to examine what we can do to improve in this area.

## GREATEST PROGRESS

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

Our greatest need for improvement is in scores on the mathematics part of the state assessments. We have done trainings (Math Talk) and we have purchased high quality math software (STMATH). But low scores in this area persist. This year our plan will be to collaborate in grade level teams to take a deeper look at mathematics concept development and arithmetic development. We will deliver professional development, we will create learning plans for students and we will continue to analyze the data to see how we can improve.

## GREATEST NEEDS

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

**PERFORMANCE GAPS**

State Indicators for which performance for any student group was two or more levels below "all students."

English Language Arts: The group "hispanics" was two performance levels below "all students." We plan on having a designated staff person to look at who these students are, their scores for CELDT, and evaluating interventions that could support their learning.

Mathematics: No group fell two performance levels behind, but our scores are low for this state indicator. We plan to specifically coach teachers in math instruction.

**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.

Low Income, English Learners and Foster Youth:  
 Innovations Academy is dedicated to equity in education. The first step is in knowing who these students are. We plan to give a report to our teachers and special education staff so that they can be aware and vigilant to the needs of each population. All teachers with students from any of these categories will receive a training for interventions specific to this population. Tutoring will be available after school one day per week, a specific staff member will be designated to providing specific interventions, as needed. They will be provided a computer for home, if needed and access to web based learning tools.

**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	\$
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$21,300.00

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

\$	Total Projected LCFF Revenues for LCAP Year
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# Annual Update

LCAP Year Reviewed: 2016-17

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

## Goal 1

#1 Teacher/Admin committees and teams developing or selecting formative assessment tools.

State and/or Local Priorities Addressed by this goal:

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

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

- Tools will be selected for subject assessment in all core areas
- Students will experience a variety of assessments
- Parents and teachers will receive specific data to help them support students

#### ACTUAL

The goal is 80% complete. Summative and some formative assessments were chosen.

The following assessments are utilized by our teachers:  
 The DRA is used by teachers in grades K-8 (2x/year)  
 The NWEA MAP is used by teachers in grades 2-8 (2x/year)  
 SBAC is utilized as mandated by the state  
 Portfolio work is collected in grades K-8 and shown to parents during a schedule portfolio review early second semester.  
 Student Exhibition work is on display for community members, parents and teachers twice yearly.  
 Presentations of Learning take place annually during the last two months of the year.

Teachers have access to the data and the data is shared with parents upon request for MAP and DRA and for all parents for CAASP.

Remaining to accomplish:  
 Summative and formative assessments need to be explained to parents. Parents need to be educated about these assessments and to have predictable access.

### ACTIONS / SERVICES

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

Action	<b>1</b>	
Actions/Services	<p><b>PLANNED</b> Utilize MAP test and receive training in using MAP data for Math, LA, Reading which is not formative but will help teachers create curriculum and adjust assessment needs. Special Ed staff and teacher assistants support teachers to assess all students.</p>	<p><b>ACTUAL</b> Teachers collaboratively reviewed the data from the MAP assessments. SBAC data was also reviewed collaboratively by teachers in staff meeting. Teachers had access to online training from MAP to review assessments. Portfolio reviews took place for the first time in a designated week. All parents scheduled meetings with the teacher to review the portfolio work. Exhibition of student work happened on schedule once each semester. Presentations of Learning were done by students at the end of the year.</p>
Expenditures	<p><b>BUDGETED</b> 4300-00 Base \$2800 2200-65 Special Education \$105,000 2100-65 Special Education \$187,590</p>	<p><b>ESTIMATED ACTUAL</b>  part of teacher assistant salaries, Special Ed teachers: Kerry K, Stephanie B. Lisa Smith. Also some funds paid to Jennifer Franklin</p>
Action	<b>2</b>	
Actions/Services	<p><b>PLANNED</b> Create a template for sharing data with parents. Utilize it and evaluate use</p>	<p><b>ACTUAL</b> Portfolio data was shared with parents during Portfolio review week. Upon request, parents were given a data sheet with MAP scores. We need to have more progress sharing with parents.</p>
Expenditures	<p><b>BUDGETED</b> No cost to school</p>	<p><b>ESTIMATED ACTUAL</b></p>
Action	<b>3</b>	
Actions/Services	<p><b>PLANNED</b> Portfolios will be reviewed by parents and teachers quarterly.</p>	<p><b>ACTUAL</b></p>

Portfolios were reviewed by teachers. Parents were supported with a portfolio review week in which they met with teachers and their child to address progress.

Action **4**

**PLANNED**  
 Actions/Services SBAC assessments given to students. Committee of teachers open to all teachers will meet regularly.

**ACTUAL**  
 SBAC assessments were given to all parents. Teachers met at least 2x per month to collaborate

**BUDGETED**  
 Expenditures

**ESTIMATED ACTUAL**  
 cost of Kiersten salary (in part) who was our assessment coordinator

**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.

Communication about assessments was clear and indicated on the school calendar prior to commencement of the school year. Teachers collaborated in staff meetings about the assessments. All support teachers had access to data as needed. We feel we are implementing a sufficient and varied number of summative assessments. Teachers need to have more training on how to use this data. Additionally, we need to have more sharing of formative data with parents.

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

Actions taken were effective in achieving the goals of having a variety of assessments given. Actions taken were effective in being consistent for teachers with data accessible and transparent for parents and teachers. We would like to find a way that parents can access the ongoing data throughout the year with teacher input. We would like the teachers to learn how to assess effectively using formative assessment. We would like to use both formative and summative data to inform instruction.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

This goal is going to be altered to comprehensively cover assessment. Teachers need clear support in utilizing test data to plan lessons. The goal needs to include summative assessment in the title because our assessment includes both summative and formative. We are still working on creating an effective ongoing way to share data with parents and educate them about that data. The goal "Develop and implement a school wide assessment plan to effectively analyze student performance data and utilize the data to improve instruction and achievement." The parent education piece will be moved to a Parent Education and Involvement goal (#5)



# Annual Update

LCAP Year Reviewed: 2016-17

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

## Goal 2

#2 Effective dissemination of information gathered from tools to parents and staff

State and/or Local Priorities Addressed by this goal:

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

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

Students and parents receive clear feedback about their progress

#### ACTUAL

A school to home journal was utilized in every classroom to communicate about ongoing academics.  
 Teachers sent weekly emails that were posted to a blog that contained information about ongoing academics broken down by subject area.  
 Student Led Conferences took place after the first six weeks of school.  
 Student portfolio reviews took place with parents after the first report card.  
 100% of students shared work at student Exhibition Night.

### ACTIONS / SERVICES

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

#### Action 1

Actions/Services

**PLANNED**  
 Create a documented list of ways parents can access information about their child's academic progress.  
 Make sure this information is included in the parent handbook.

**ACTUAL**  
 A calendar was provided to parents with Student Led Conference dates. Effort was made by teachers via phone, text and email to achieve 100% participation in student led conferences.

<p>Expenditures</p>	<p>BUDGETED 5800-00 Base \$500</p>	<p>The parent handbook included the information for important dates to review student work.</p> <p>ESTIMATED ACTUAL</p>
<p>Action <b>2</b></p>	<p>PLANNED Create a documented resource for teachers of appropriate formative assessment tools.</p>	<p>ACTUAL Three staff meetings covered a variety of formative assessment models. It was decided that during the summer, a group would meet to create a document with the suggestions.</p>
<p>Action <b>3</b></p>	<p>PLANNED Provide training in formative assessment tools.</p>	<p>ACTUAL Three staff meetings covered a variety of formative assessment models. It was decided that during the summer, a group would meet to create a document with the suggestions.</p>

**ANALYSIS**

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

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

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

Information was shared weekly by teachers for parents via email and blog that communicated. This information has helped parents build an awareness of the work going on in class. What is still missing is the sharing of formative and summative data.

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

Parents responded positively to the forms of communication being used by the school in a parent survey. Parents expressed having awareness of the subjects and skills being studied each week. They are still needing info about their child's specific skill and knowledge learning.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

This goal will be combined with goal #1 so that we continue to work on the dissemination of information to parents but have it included in the assessment goal, since they work together. It will be renamed, "Develop and implement a school wide assessment plan to effectively analyze student performance data and utilize the data to improve instruction and achievement." It will now include both formative and summative data, creating a template to know the data, analysis of the data and education of both staff and parents about student achievement.

# Annual Update

LCAP Year Reviewed: 2016-17

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

## Goal 3

#3 Teachers will receive professional development from experts to inform their practice and materials that support implementation of CCSS and NGSS.

State and/or Local Priorities Addressed by this goal:

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

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

- Increased inquiry, cognitive demand and academic language in instruction and quality of student work
- Continued lab science instruction for all students
- continued middle school math curriculum

#### ACTUAL

All projects were based on an inquiry question and final products for that inquiry were on display at Exhibition Nights.  
 All teachers were provided FOSS kits that included necessary lab materials to complete lab science instruction.  
 Middle school students all used the STMATH online curriculum and Number Talks at least 2X weekly. They were provided with Math IXL across the middle school.

### ACTIONS / SERVICES

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

Action	<b>1</b>	
Actions/Services	<p><b>PLANNED</b>                  Professional Development for integrating content in PBL using common core standards as a focus.</p>	<p><b>ACTUAL</b>                  Multiple PBL models and activities were presented to teachers in professional development.</p>
Expenditures	<p><b>BUDGETED</b>                  5210-00 Base \$10,000                  4315-00 Base \$6947                  1105-00 Base \$19,000</p>	<p><b>ESTIMATED ACTUAL</b></p>

Action **2**

Actions/Services

**PLANNED**  
Professional Development about improving common core implementation with writing across the curriculum.

**ACTUAL**  
The San Diego Area Writing Project presented four professional development workshops on our campus with 100% staff attendance.

Action **3**

Actions/Services

**PLANNED**  
FOSS kit implementation across the school.

**ACTUAL**  
We continued to purchase FOSS kits for the areas of Physical, Life and Environmental Sciences.

Action **4**

Actions/Services

**PLANNED**  
Teachers will be provided funds to select their own professional development aligned to standards.

**ACTUAL**  
Teachers chose and experienced a variety of trainings and brought new information back to our staff.

Action **5**

Actions/Services

**PLANNED**  
Teacher evaluations aligned with increasing academic language and cognitive demand.

**ACTUAL**  
An observation tool that gives feedback for teachers about academic language and cognitive demand was created.

Action **6**

Actions/Services

**PLANNED**  
Teacher mentors in science will be trained and will support other teachers.  
Project Support aligned with increasing academic excellence.

**ACTUAL**  
Teachers were provided a mentor whose goal was to raise the academic level of PBL work. Science mentors went to the NGSS conference in LA and created and presented a PD for staff.

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.

Teachers researched professional development of choice. They were also sent information about trainings and chose any they wanted to attend. It was a successful model because it gave autonomy and mastery to teachers in the perfection of their own craft. An area of need, based on assessment data is mathematics. We will increase support in math.

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

100% of goal actions were achieved. We still have an area of need in math and reading and will focus our professional development in those areas.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

A continuing area of need is math. We will focus more of this goal on providing math professional development and support next year in the area of math and reading. This goal was incorporated with other LCAP goals into a pedagogy focused goal which is now, "Teachers will use effective pedagogical strategies to engage students in high quality, vigorous inquiry based learning including the use of firm and kind classroom management and behavioral interventions."

# Annual Update

LCAP Year Reviewed: 2016-17

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

## Goal 4

#4 Teacher teams will be developed for observation and feedback

State and/or Local Priorities Addressed by this goal:

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

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

- Increased quality of instruction
- Student portfolios showing growth

#### ACTUAL

Student portfolio work demonstrated growth in a variety of subject areas. Teachers were able to give each other feedback which improved the quality of instruction.

### ACTIONS / SERVICES

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

Action

## 1

Actions/Services

#### PLANNED

Teacher teams will change on a monthly basis and last all year. Teachers will utilize specific observation form to standardize conversations and create common language of observation. Administration will schedule time for reflection and sharing among teachers about observations. Observations will include checklists of charter related goals

#### ACTUAL

Teacher dyads were formed and changed throughout the year. Teachers were given the option of several evaluation forms to create quality feedback discussions. Staff meeting time was dedicated to collaboration about effective pedagogical methods. Teachers provided written and oral feedback to other teachers.

Expenditures

**BUDGETED**  
No cost to school

Teachers were also provided two coaches that offered feedback about their teaching.

**ESTIMATED ACTUAL**

Action **2**

Actions/Services

**PLANNED**  
Teachers will utilize specific observation form to standardize conversations and create common language of observation. Administration will schedule time for reflection and sharing among teachers about observations

**ACTUAL**  
Teachers were given the option of several evaluation forms to create quality feedback discussions. Staff meeting time was dedicated to collaboration about effective pedagogical methods. Teachers provided written and oral feedback to other teachers. Teachers were also provided two coaches that offered feedback about their teaching.

Action **3**

Actions/Services

**PLANNED**  
Observations will include checklists of charter related goals

**ACTUAL**  
Teachers were given the option of several evaluation forms to create quality feedback discussions. Staff meeting time was dedicated to collaboration about effective pedagogical methods. Teachers provided written and oral feedback to other teachers. Teachers were also provided two coaches that offered feedback about their teaching. Teachers had the charter available to them.

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.

Teachers met monthly and observed monthly. They provided each other feedback. Additionally, they were given feedback from several teaching coaches.

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

Teachers in a survey expressed that this gave them growth in the strategies used to address subject matter.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

This goal was met however, we will continue to utilize these teacher dyads for observations and provide teacher coaching and peer coaching. It will be part of the second goal, "Teachers will use effective pedagogical strategies to engage students in high quality, vigorous inquiry based learning including the use of firm classroom management and behavioral interventions and supports."

# Annual Update

LCAP Year Reviewed: 2016-17

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

## Goal 5

State and/or Local Priorities Addressed by this goal:

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

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

- Increased variety and quantity of access to digital resources
- Increased home access to digital learning
- Small group instruction time increased

#### ACTUAL

The following subjects now integrate the use of digital resources: Science (Zingy), Math (STMATH, IXL, Khan Academy), Language Arts (IXL, Lexia, Touch-Type-Read& Spell). Additionally, upper grade teachers utilize Gooru, Google Classroom and Google Docs.

Increased home access to student work through google classroom and the provision of passwords to parents.

The use of software helped teachers create classrooms in which they could break students into small groups for instruction. This increased time spent receiving instruction in small groups.

### ACTIONS / SERVICES

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

Action

1

Actions/Services

#### PLANNED

Quality software that was selected in previous year continues to be utilized. (ST Math, IXL, BigBrainz, Zingy) Teacher and

#### ACTUAL

Using a classroom learning lab/blended learning approach has been successful in providing students with smaller group instruction.

	<p>Admin team decide if more is needed (Language Arts software will be sought) Software for home possibly changed to create novelty.</p>	<p>We need to help parents understand and review the online learning with their child. Quality resources were made available to teachers/students: STMATH, Reflex Math, Math IXL (middle school) Lexia, Brainpop, Raz Kids, Reading Eggs, Bob Book app, Handwriting without Tears. Parents were provided access to programs for follow up at home.</p>
Expenditures	BUDGETED	ESTIMATED ACTUAL We paid for the following programs: STMATH by Mind Research Institute, Zingy

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.	Teachers and students provided input about software usage, interest and effective use. All teachers were trained on software and classroom management for software use.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	This was effective because students were able to utilize quality digital resources to access academic content. Additionally, while a small group would be working with the software, another group would be receiving beneficial small group instruction. This decreased teacher to student ratios as needed throughout the day.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	

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

This goal was met, however we will continue to implement a blended model of instruction. This goal will be modified to add teacher, student and parent training on use and pedagogy of software chosen and added to the goals of "effective pedagogical strategies" (#2) and "increasing parent partnerships in education (#5). This will create an environment in which all stakeholders have an awareness about the use of effective educational software and the ability to leverage technology for learning.

# Annual Update

LCAP Year Reviewed: 2016-17

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

## Goal 6

#6 Develop a plan for replacement and upkeep of technology

State and/or Local Priorities Addressed by this goal:

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

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

There will be one internet accessible computer per every two students in 2nd through 8th grades Students in grades K-1 will have reasonable use of technology

#### ACTUAL

We have met this goal. All of our classrooms K-1 have ipads and our classrooms 2-8 have chromebook access. All rooms have projectors and doc cams. They are used regularly to support effective teaching.

### ACTIONS / SERVICES

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

Action	<b>1</b>	
Actions/Services	<p><b>PLANNED</b></p> <p>Replace a minimum of half of the laptops with chromebooks                  Purchase more ipads and push into the classroom                  Purchase new doc cams as needed                  Purchase new projectors as needed                  Review Media Arts technology availability and assess future need.</p>	<p><b>ACTUAL</b></p> <p>We replaced all of our laptops with chromebooks which have fewer problems and are easier to manage and repair.                  All rooms now have projectors.                  We acquired a room for media arts lab and have desktops that have the capacity needed for an effective media arts program.</p>
Expenditures	<p><b>BUDGETED</b></p> <p>4400-00 Base \$5000</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>technology purchases (chromebooks, ipads)</p>

4400-00 Base \$500  
4400-00 Base \$750

**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.

We planned and placed in the budget the sufficient amount of money to move towards this goal. When we saw how advantageous it was to use chromebooks instead of laptops we continued to move in that direction. Teachers were consulted with about their experiences with both devices.

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

This was an important goal because technology is important to access our software programs as well as manage online student learning and access the creative resources for student learning that can be found online.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

This goal was met. Our technology plan includes budgeting, review and replacement of devices to continue to implement blended learning options.

# Annual Update

LCAP Year Reviewed: 2016-17

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

## Goal 7

Improve technology access for teachers and students

State and/or Local Priorities Addressed by this goal:

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

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

increase effective engagement  
 Effective use of class time  
 Teachers use technology successfully

#### ACTUAL

By observation and self reporting, teachers used computers more often this year to break their classes into smaller groups. This increased the small group time and increased direct contact with students.  
 Teachers participated in collaboration using the book Teach Like A Champion.  
 More students used google classroom and Gooru with in work management.

### ACTIONS / SERVICES

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

#### Action 1

Actions/Services

**PLANNED**  
 increase effective engagement  
 Teachers use technology successfully

**ACTUAL**  
 Teachers increased the amount of time that students worked in small groups by using technology to support non-group students.

#### Action 2

<p>Actions/Services</p>	<p><b>PLANNED</b> Effective use of class time</p>	<p><b>ACTUAL</b> By observation and self reporting, teachers used computers more often this year to break their classes into smaller groups. This increased the small group time and increased direct contact with students. Teachers participated in collaboration using the book Teach Like A Champion. More students used google classroom and gooru with in work management.</p>
<p>Expenditures</p>	<p><b>BUDGETED</b></p>	<p><b>ESTIMATED ACTUAL</b> purchase of Teach Like A Champion books.</p>

Action **3**

<p>Actions/Services</p>	<p><b>PLANNED</b> Teachers use technology successfully</p>	<p><b>ACTUAL</b> By observation and self reporting, teachers used computers more often this year to break their classes into smaller groups. This increased the small group time and increased direct contact with students. Teachers participated in collaboration using the book Teach Like A Champion. More students used google classroom and gooru with in work management.</p>
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**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.

Funds and time were directed toward the implementation of this goal. groups. This increased the small group time and increased direct contact with students.  
Teachers participated in collaboration using the book Teach Like A Champion.  
More students used google classroom and Gooru with in work management.

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

Very effective. groups. This increased the small group time and increased direct contact with students. Teachers participated in collaboration using the book Teach Like A Champion. More students used google classroom and Gooru with in work management.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

This goal was rolled into a broad goal of supporting teachers and students with quality materials and resources. That will be our goal 3 next year.

# Annual Update

LCAP Year Reviewed: 2016-17

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

<h2 style="margin: 0;">Goal 8</h2>	(Completed June 2016)
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State and/or Local Priorities Addressed by this goal:

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

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

Achieved all measurable outcomes and removed goal JUNE 2016  
 Decreased wait time to access internet  
 More effective student engagement due to less downtime Increased trust and predictability of internet access

### ACTUAL

## ACTIONS / SERVICES

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

Action <b>1</b>	BUDGETED IT installation 5800-00 \$5000	ESTIMATED ACTUAL
Expenditures		

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.

This goal was met last year. We installed new infrastructure which has improved our access. Our site is owned by the district and we have done what we need and can and our internet access is more reliable.

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

met last year and should have been removed

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

This goal was met last year and is being removed from our LCAP

# Annual Update

LCAP Year Reviewed: 2016-17

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

## Goal 9

Increase language development time and resources for EL students.

State and/or Local Priorities Addressed by this goal:

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

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

Increase in class participation  
 Increase in sense of security  
 Improved social interactions

#### ACTUAL

Increase in class participation was not measurable. EL students were monitored by teachers and participated in class.

### ACTIONS / SERVICES

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

#### Action 1

Actions/Services	<b>PLANNED</b> Continued training and placement of teacher assistants to support EL students to have positive social interactions and opportunities to practice communication.	<b>ACTUAL</b> All classes with EL students had a teacher assistant designated to their class for added support.
	<b>BUDGETED</b>	<b>ESTIMATED ACTUAL</b> teacher assistant hourly pay,

#### Action 2

Actions/Services	<p><b>PLANNED</b> Continued use of software and small group instruction to bolster language learning.</p>	<p><b>ACTUAL</b> A staff person was hired to address EL needs. She met with students, assessed needs and gave additional language support.</p>
Expenditures	<p><b>BUDGETED</b></p>	<p><b>ESTIMATED ACTUAL</b> Jennifer Franklin was coordinator and managed these students.</p>

Action **3**

Actions/Services	<p><b>PLANNED</b> CELDT management and follow up assigned to designated staff person.</p>	<p><b>ACTUAL</b> A staff person was designated and managed CELDT and managed the EL student progress.</p>
Expenditures	<p><b>BUDGETED</b></p>	<p><b>ESTIMATED ACTUAL</b> Jennifer Franklin was CELDT coordinator designated for EL students</p>

**ANALYSIS**

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

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

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

The overall focus was in assuring that there was a person whose job it was to oversee assessment to implementation. We have a very small EL population and we don't want those students to go unattended. The oversight person checked in regularly with the students and their teachers. Additionally, teacher assistants were made aware of particular goals for follow up.

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

It was most effective to have a person in the oversight position for this program. This will continue. This person supported teachers and teacher assistants to implement strategies to increase language development.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

This goal will be removed as an independent goal and made a part of the assessment goal #1 and the pedagogy goal, goal #2

# Annual Update

LCAP Year Reviewed: 2016-17

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

## Goal 10

#10 Implement the use of a system of behavior documentation that supports positive intervention and training for teachers to hold kind and firm boundaries that offer support to challenged students

State and/or Local Priorities Addressed by this goal:

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

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

A platform will be in place  
Behavior documentation will be quantified Follow up will be documented

#### ACTUAL

An organized paper and binder platform was instituted. We found it to be effective to have the data but difficult to manipulate and analyze it. We set up a team to review possible apps to use for behavior documentation. The group selected a tool for incident tracking that will allow an understanding of the process.

### ACTIONS / SERVICES

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

#### Action 1

Actions/Services

**PLANNED**  
Evaluate platform for behavior documentation. Select a platform that is mobile device usable  
If successful, continue use and begin to quantify results from previous year. Designate plans for behavior challenges.  
Track data on behavior and actions taken to address behavior.  
Document positive interventions that are working.

**ACTUAL**  
Several platforms were tried (paper based, spreadsheet based). A team created a plan to determine the qualities of an effective method of addressing behavioral challenges. A mobile & web based program was selected. Teachers input was taken. Implementation of this program will begin in 2017-18.

Expenditures	<p><b>BUDGETED</b> 2200-00 Base \$58000</p>	<p><b>ESTIMATED ACTUAL</b> part of Christina McGinnis' salary as she is the person who managed this info</p>
Action	<b>2</b>	
Actions/Services	<p><b>PLANNED</b> If successful, continue use and begin to quantify results from previous year.</p>	<p><b>ACTUAL</b> The various platforms used have been useful but not easy to use. We sought out and decided on a new platform for the 17-18 school year.</p>
Action	<b>3</b>	
Actions/Services	<p><b>PLANNED</b> Designate plans for behavior challenges.</p>	<p><b>ACTUAL</b> A flow chart for addressing behavior challenges was designed and distributed.</p>
Action	<b>4</b>	
Actions/Services	<p><b>PLANNED</b> Track data on behavior and actions taken to address behavior and document positive interventions.</p>	<p><b>ACTUAL</b> Behavior has been tracked this year and organized for access by teachers. Positive interventions were adopted and disseminated throughout the school by way of a flow chart for teachers that includes successful interventions. Behavior challenges were monitored so that a variety of approaches were used.</p>
Expenditures	<p><b>BUDGETED</b></p>	<p><b>ESTIMATED ACTUAL</b> Tina McGinnis' work tracking this documentation and Jennifer Kuebler for setting it up</p>
Action	<b>5</b>	
Actions/Services	<p><b>PLANNED</b> .</p>	<p><b>ACTUAL</b></p>

ANALYSIS

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

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

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

Several platforms were tried (paper based, spreadsheet based). A team created a plan to determine the qualities of an effective method of addressing behavioral challenges. A mobile & web based program was selected. Teachers input was taken. Implementation of this program will begin in 2017-18. Behavior has been tracked this year and organized for access by teachers. Positive interventions were adopted and disseminated throughout the school by way of a flow chart for teachers that includes successful interventions. Behavior challenges were monitored so that a variety of approaches were used.

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

The actions were successful. We are excited about the selection of an affordable program as a tool that will enable us to monitor more closely the repeat offenses and offenders. The use of our flow chart was successful and we will carry this to next year and continually evaluate and adjust as necessary.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

This goal will continue but be moved to be included in the "pedagogy" goal #2 because that goal addresses behavior and class management tools.

# Annual Update

LCAP Year Reviewed: 2016-17

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

<b>Goal 11</b>	met last year and removed from LCAP
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State and/or Local Priorities Addressed by this goal:

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

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

### ACTUAL

This goal was met in a previous year. We have continued the plan we made then.

## ACTIONS / SERVICES

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

Action **1**

## 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.

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

[Empty response box]

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Empty response box]

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.

This goal was met and was removed from the LCAP

[Empty response box]

# Annual Update

LCAP Year Reviewed: 2016-17

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

## Goal 12

#12 Provide support for newer teachers

State and/or Local Priorities Addressed by this goal:

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

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

Teaching will reflect skills learned in professional development provided by the school.  
Teaching will reflect skills learned in professional development that is aligned to the school's charter and funded by the school but chosen by the teacher.

#### ACTUAL

The assistant director became the ongoing instructional support for teachers. Teachers both requested support from him and were observed without being requested.  
All new teachers were provided a training from The Responsive Classroom and for Positive Discipline.  
All new teachers were provided the opportunity to observe and collaborate with a partner teacher.

### ACTIONS / SERVICES

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

#### Action 1

Actions/Services

**PLANNED**  
Teachers will be observed by a designated staff person who will provide supportive feedback

**ACTUAL**  
Teachers were observed by the assistant director and provided supportive feedback.

Expenditures	<b>BUDGETED</b> No additional cost to school See goals #1,2 action/services 1105-00 Base \$3360	<b>ESTIMATED ACTUAL</b> Tony Spitzberg
<b>Action 2</b>		
Actions/Services	<b>PLANNED</b> Continuing training in core philosophies of our school prior to begin school year	<b>ACTUAL</b> Teachers received training in our core philosophy and structures which included Responsive Classroom, Positive Discipline and Project Based Learning.
Expenditures	<b>BUDGETED</b>	<b>ESTIMATED ACTUAL</b> Responsive Classroom training, Positive Discipline (Teaching Positive run by Tammy Keces), Education Transformations by Kyle Wagner
<b>Action 3</b>		
Actions/Services	<b>PLANNED</b> Continued observations by peers to support school culture and quality teaching. Provide a partner teacher and/or mentor teacher to all teachers	<b>ACTUAL</b> Peer teachers observed and provided feedback to each other. Teacher partners for observation were rotated. Teachers were provided time to meet, share observations and discuss strategies for instructional improvement.
<b>Action 4</b>		
Actions/Services	<b>PLANNED</b> Acquisition of a staff member designated for teacher support.	<b>ACTUAL</b> For the first time we hired an assistant director and designed his schedule to prioritize teacher observations with supportive feedback. He focused on new teachers.
Expenditures	<b>BUDGETED</b>	<b>ESTIMATED ACTUAL</b> Tony Spitzberg

**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.

Teachers were observed by the assistant director and provided supportive feedback. Teachers received training in our core philosophy and structures. Peer teachers observed and provided feedback to each other. All teachers observed other teachers. The assistant director became the ongoing instructional support for teachers. Teachers both requested support from him and were observed without being requested. All new teachers were provided a training from The Responsive Classroom and for Positive Discipline.

All new teachers were provided the opportunity to observe and collaborate with a partner teacher.

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

Teachers expressed satisfaction with collaboration. Teachers reported feeling supported by the assistant director. Teachers reported that they received suggestions that they were able to implement immediately to improve instruction.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

This goal will be incorporated into a pedagogical goal (#2).

# Annual Update

LCAP Year Reviewed: 2016-17

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

## Goal 13

#13 Gather data about tardiness and absences and increase communication with parents of targeted students

State and/or Local Priorities Addressed by this goal:

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

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

Continue to gather data about absences and tardies.  
Use aggregate data from two years to plan intervention strategy.  
Address parents of absent/tardy students on a regular basis

#### ACTUAL

Information was gathered about absences and tardies of chronically absent/tardy students.  
Parents of chronically absent/tardy students were contacted in writing and phone call.  
Aggregate data collected and phone interventions made with 4 families.

### ACTIONS / SERVICES

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

#### Action 1

Actions/Services	<p><b>PLANNED</b></p> <p>Staff member assigned to task of generating a list of tardy and absent students. List will be evaluated and follow up to support families with information, plans of action and other follow through will take place.</p>
Expenditures	<p><b>BUDGETED</b></p> <p>No additional cost to school</p>

Actual	<p><b>ACTUAL</b></p> <p>Staff member was assigned this task. This staff person communicated with teachers for background information and reported to the director. The director made phone calls to parents to inquire, offer support and educate about the importance of attendance.</p>
Estimated Actual	<p><b>ESTIMATED ACTUAL</b></p> <p>Tami Hermann salary and cost of Powerschool</p>

Action **2**

Actions/Services

**PLANNED**  
Counselor, Administrator and teachers will work with families on plans as needed. Students with continued problems in this area will be designated for parent meetings to determine a remedy plan.

**ACTUAL**  
Inquiries were made to families with highest number of unexcused absences. Families were offered support via phone call. Some families accepted support from our school counselor while others were satisfied with a call from the director. Plans were made. Not all parents followed through on their plans.

Expenditures

**BUDGETED**

**ESTIMATED ACTUAL**  
Jennifer Kuebler our school counselor.

Action **3**

Actions/Services

**PLANNED**  
Prior to commencement of new school year, parents of targeted students will receive a letter.

**ACTUAL**  
We did not send preemptive letters but we have notified parents at the end of the year about plans and commitments for the following year.

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.

Staff member was assigned this task.  
Families were offered support via phone call.  
Some families took the support, others rejected it.  
Parents were notified at the end of the year about plans for the following year.

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

There was a small impact on a few families but two families continued as repeat offenders. Those that altered their behavior based on the intervention experienced success in the areas of community connection and completed assignments.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

We believe this goal will be better addressed if included in two separate goals, that of attendance (#4) and parental engagement (#5) That way we will be addressing the parent education component and the actual absentee numbers component.

# Annual Update

LCAP Year Reviewed: 2016-17

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

## Goal 14

#14 Parent education to improve the understanding of social emotional learning and developmental needs and readiness of children

State and/or Local Priorities Addressed by this goal:

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

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

Increase connection and communication between home and school  
 Consistent expectations between home and school

#### ACTUAL

Parents were provided parent education material throughout the year that addresses the needs of children as it relates to education and learning.  
 Parents were provided information about a variety of parenting classes available to them.  
 These materials helped parents understand the school's approach to behavioral issues and learning which facilitated parent and school meetings.

### ACTIONS / SERVICES

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

#### Action 1

Actions/Services

**PLANNED**  
 Provide parent meetings regarding PBL, Positive Discipline and understanding children's academic needs.

**ACTUAL**  
 Parents were provided four opportunities for PBL learning (10/10, 12/15, 2/6 and 3/23. Articles were included in the whole school email/phone newsletter at least once per month.

Expenditures	<b>BUDGETED</b> 4300-00 Base \$200	<b>ESTIMATED ACTUAL</b> website cost because that is where we share information with parents. The cost of Blackboard Connect, the program we use to connect with parents.
	5800-00 Base \$500 4315-00 Base \$750	

Action **2**

Actions/Services	<b>PLANNED</b> Strive for 100% attendance at conferences and exhibition nights. Strive for 100% attendance at parent informational meetings	<b>ACTUAL</b> We had 100% attendance in at least one of these events. There was 100% conference attendance.
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Expenditures	<b>BUDGETED</b>	<b>ESTIMATED ACTUAL</b> no cost
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Action **3**

Actions/Services	<b>PLANNED</b> Provide a training for parents of students with ongoing issues in Positive Discipline.	<b>ACTUAL</b> Parents were offered supportive informational articles several times throughout the year. During Open House, our parents were given information about the discipline program, information was given in the parent handbook and options for a variety of parenting education courses was shared with parents.
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Expenditures	<b>BUDGETED</b>	<b>ESTIMATED ACTUAL</b> no cost
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Action **4**

Actions/Services	<b>PLANNED</b> Provide counselor support to targeted students.	<b>ACTUAL</b> Counselor support was given to at least 10 families in crisis. Students with extreme mental health situations were offered resources, family counseling which included how to use positive discipline techniques to stay balanced while traversing the situation.
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Expenditures	<b>BUDGETED</b>	<b>ESTIMATED ACTUAL</b> Jennifer Kuebler and her oversight person Talin Yesaie
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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.

Parents were provided four opportunities for PBL learning (10/10, 12/15, 2/6 and 3/23. We had 100% attendance in at least one of these events.  
There was 100% conference attendance.  
Counselor support was given to at least 10 families in crisis.

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

The actions were effective however we would like to continue to explore increasing parent engagement throughout the year and parent understanding of our behavior philosophy.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

This goal will be renamed and added to as our goal #5 regarding parental engagement and partnership.

# Annual Update

LCAP Year Reviewed: 2016-17

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

## Goal 15

#15 Increase communication with the parents of low performing students

State and/or Local Priorities Addressed by this goal:

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

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

Increased academic input from students.  
 Increased literacy and numeracy rates.  
 Increased sense of connection and self-worth.

#### ACTUAL

Students wrote in a school to home journal weekly about their academic progress and the journals were signed by parents. Students participated at least bi-weekly in "Number Talks," a structure in which students discuss strategies for problem solving. Parents

### ACTIONS / SERVICES

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

#### Action 1

Actions/Services

**PLANNED**  
 Professional Development provided to support intervention strategies for low performing students.  
 Tutoring provided by teacher assistants outside of class time.  
 Parent education on academic learning outside of school  
 Refine and define platform for consistent parent communication to create cross grade continuity in school-home communication.

**ACTUAL**  
 Professional Development on interventions in the areas of differentiation, Universal Design for Learning, classroom management, formative assessment, lesson structure, project based learning, the writing process and the NGSS were provided.  
 Tutoring was provided every Monday afternoon throughout the school year.

		Parents were provided blogs and information about how to support student learning outside of the school day.
Expenditures	<p><b>BUDGETED</b> No additional cost to school 2100-00 Base \$25,110</p>	<p><b>ESTIMATED ACTUAL</b> SELPA provided trainings, website cost for blog sharing, Blackboard Connect cost for parent communication</p>

**ANALYSIS**

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

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

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

Professional Development on interventions in the areas of differentiation, Universal Design for Learning, classroom management, formative assessment, lesson structure, project based learning, the writing process and the NGSS were provided at different times throughout the year.  
Tutoring was provided every Monday afternoon throughout the school year (30 days)  
Parents were provided information about classroom lessons each week and information about how to support student learning outside of the school day each Sunday of the year via text, email and phone call. All students kept a school to home journal monitored by teachers regarding ongoing learning. This journal went home at least one time weekly.

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

Parents reported a sense of understanding in a survey. Parents reported feeling informed in a survey. Students reported a sense of school pride. Parent questions to staff and teachers demonstrated a continuing disconnect and it appears parents are not always reading the communications that go home yet they express a sense of feeling in communication.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Though parents expressed a sense of awareness and a feeling of being informed, we feel that parent awareness continues to be low based on the number and frequency of questions that had been answered previous to the questions being asked. This means that we are providing communication but parents are not always taking the initiative to read it yet then express a sense of being aware. We will continue this parent communication goal for all students with a focus on low achievers but restate the goal. It will be goal #5.

# Annual Update

LCAP Year Reviewed: 2016-17

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

## Goal 16

#16 Increase teacher access to high quality materials and resources

State and/or Local Priorities Addressed by this goal:

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

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

Increased sense of self-worth and student achievement  
 Increased literacy rates for students  
 Increased academic language use by teachers and students

#### ACTUAL

All students were exposed to a larger number of novels and books than in previous year  
 Students reported pride in their work during exhibition night demonstrations of learning.  
 All students created and presented a presentation of learning about themselves as learners and the progress made this year.  
 Teachers and students were observed using academic language in their lessons.  
 Student presentations and portfolio work demonstrated use of academic language.

### ACTIONS / SERVICES

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

#### Action 1

Actions/Services

**PLANNED**  
 Continue the WASC process for affiliation Work on WASC goals set by school.  
 Refresher courses offered for continuing staff on our core philosophy and teaching strategies.

**ACTUAL**  
 Teacher trainings in NGSS, common core standards, progressive education, classroom management, project based learning and use of mentor texts for writing were all provided to teachers.

	<p>Materials will continue to be offered that support common core, NGSS. Professional development will continue to be offered to new teachers.</p>	<p>A lending library at Natural History Museum and Reinterpret were provided to all teachers. Use of the district Instructional Media Center were provided to teachers. New teachers were provided professional development for Responsive Classroom, Number Talks, Positive Discipline, Writer's Workshop and Project Based Learning.</p>
Expenditures	<p><b>BUDGETED</b> See goals #1,2 action/services 4300-00 Base \$6500  5210-00 Base \$8,400</p>	<p><b>ESTIMATED ACTUAL</b> Amazon book purchases, district fees for use of the Instructional Media Center, the Natural History Museum teacher membership</p>

**ANALYSIS**

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

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

<p>Describe the overall implementation of the actions/services to achieve the articulated goal.</p>	<p>A variety of professional development trainings took place on campus and during designated professional development days and times.</p>
<p>Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.</p>	<p>Teachers reported confidence in their understanding of the strategies and pedagogy associated with our charter. Student final products demonstrated knowledge of inquiry methods and research and connection to the real world.</p>
<p>Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.</p>	

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.

This is an instructional resources goal and will be incorporated into goal #5 pertaining to pedagogy and practice.

# 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?

Innovations Academy Board reviewed and discussed LCAP as a regular agenda item at public board

All staff members attended training and discussion regarding LCFF and LCAP. Input received 1/4/16 & 4/4/16

Students in grades 3-8 were surveyed by teachers

Three meetings were held for parents (August (1) and September 2014 (2)) Parent access to LCAP was displayed on our website.

Parent input survey was conducted (6/16)

Parents are invited to open dialogue with director during open office hours. Parents are involved in the parent organization, volunteering on campus, on committees, interviewing prospective candidates for positions, and as class to home liaisons.

For the 2016-17 school year, Innovations Academy will hold a monthly review at our public board meetings.

The LCAP is posted on the website.

Parents will be informed at Parent Information meetings. LCAP survey will be utilized for parent input

One staff training per semester will take place to both inform and gather data for LCAP

## IMPACT ON LCAP AND ANNUAL UPDATE

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

The input received from various stakeholders served to:

- Inform Innovations Academy administration and staff regarding community perception and needs.
- Evaluate our LCAP plan and progress to the needs of the community.
- Identify actions that Innovations Academy and the community can take to work collaboratively to implement our LCAP.

Communicate with parents the importance of working as a team to develop and implement the LCAP and all programs and assessments on campus.

Information was gathered through the variety of method. Parent, Teacher, Teacher Assistant, Special Ed team and board input will continue to inform the administration about our progress.

Our LCAP plan will continue to be informed by our community so that the actions are aligned with needs.



# 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

#1 Develop and implement a school wide assessment plan to effectively analyze student performance data and utilize the data to improve instruction and achievement.

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

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

[Identified Need](#)

Use effective tools for formative and summative assessment.  
 Monitor student progress and achievement.  
 Use data to inform instruction  
 Full community awareness of progress and achievement.

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<ul style="list-style-type: none"> <li>Parents teachers and students are all aware of what assessments are saying about a child.</li> <li>Increase the value of the tools that being used to evaluate students.</li> <li>Assessments used are varied and adjusted to meet the uniqueness of the students.</li> <li>Portfolios demonstrate the progress of a student and allow parents and teachers to understand a child's needs as a learner.</li> </ul>	<ul style="list-style-type: none"> <li>Students participate in a number of assessments. Feedback is currently at report card times, student lead conferences, exhibitions, portfolio review and presentations of learning. The question remains if the progress is understood.</li> <li>We are unsure if the tools are transparent.</li> <li>Students experience a variety of assessments.</li> <li>All students have a portfolio. We would like portfolios to</li> </ul>	<ul style="list-style-type: none"> <li>Students and parents receive clear feedback about their progress</li> <li>Tools being used will be transparent and accessible</li> <li>Students will experience a variety of assessments</li> <li>All students will have a portfolio of student work with monthly samples.</li> <li>Establish growth targets at the beginning of the school year and evaluate at end of year.</li> </ul>	<ul style="list-style-type: none"> <li>Students and parents receive clear feedback about their progress</li> <li>Tools being used will be transparent and accessible</li> <li>Students will experience a variety of assessments</li> <li>All students will have a portfolio of student work with monthly samples.</li> <li>Establish growth targets at the beginning of the school year and evaluate at end of year.</li> </ul>	<ul style="list-style-type: none"> <li>Students and parents receive clear feedback about their progress</li> <li>Tools being used will be transparent and accessible</li> <li>Students will experience a variety of assessments</li> <li>All students will have a portfolio of student work with monthly samples.</li> <li>Establish growth targets at the beginning of the school year and evaluate at end of year.</li> </ul>

<ul style="list-style-type: none"> <li>Growth targets are established by teachers for their students.</li> </ul>	<p>make clear the progress a students is making,</p> <ul style="list-style-type: none"> <li>We have not established our own growth targets.</li> </ul>			
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**PLANNED ACTIONS / SERVICES**

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

**Action 1**

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

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

OR

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

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

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Collect and score a writing assessment at the beginning and end of the school year. Administer DRA for all grade levels at the beginning and end of the year.	Administer DRA for all grade levels at the beginning and end of the year. Administer the MAP for grades 2-8 at the beginning and end of the year.	Administer DRA for all grade levels at the beginning and end of the year. Administer the MAP for grades 2-8 at the beginning and end of the year.

Administer the MAP for grades 2-8 at the beginning and end of the year.  
 Use the MAP tools to inform growth goals at the start of the year.  
 Analyze plan created through this goal for establishment of a possible permanent protocol.  
 Administer state mandated assessments  
 Administer the Physical Fitness Test  
 Administer CELDT or other state mandated designated EL assessment  
 All students will participate in Exhibitions twice per year.  
 All students will participate in a student lead conference  
 All students will create and present a Presentation of Learning  
 Effective methods of formative assessment will be created and shared with teachers.  
 Designate a staff member responsible for data collection and disbursement

Use the MAP tools to inform growth goals at the start of the year.  
 Analyze plan created through this goal for establishment of a possible permanent protocol.  
 Administer state mandated assessments  
 Administer the Physical Fitness Test  
 Administer CELDT or other state mandated designated EL assessment  
 All students will participate in Exhibitions twice per year.  
 All students will participate in a student lead conference  
 All students will create and present a Presentation of Learning  
 Effective methods of formative assessment will be shared with teachers.  
 Designate a staff member responsible for data collection and disbursement

Use the MAP tools to inform growth goals at the start of the year.  
 Analyze plan created through this goal for establishment of a possible permanent protocol.  
 Administer state mandated assessments  
 Administer the Physical Fitness Test  
 Administer CELDT or other state mandated designated EL assessment  
 All students will participate in Exhibitions twice per year.  
 All students will participate in a student lead conference  
 All students will create and present a Presentation of Learning  
 Effective methods of formative assessment will be shared with teachers.  
 Designate a staff member responsible for data collection and disbursement

**BUDGETED EXPENDITURES**

**2017-18**

Amount	\$2800
Source	Base
Budget Reference	4430-000

**2018-19**

Amount	
Source	
Budget Reference	

**2019-20**

Amount	
Source	
Budget Reference	

# Goals, Actions, & Services

## Strategic Planning Details and Accountability

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

New
  Modified
  Unchanged

## Goal 2

Teachers will use effective pedagogical strategies to engage students in high quality, vigorous inquiry based learning including the use of firm classroom management and behavioral interventions and supports.

State and/or Local Priorities Addressed by this goal:

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

Identified Need

Professional Development  
 Student Motivation and Engagement  
 Community Engagement  
 Academic Achievement  
 Suspension rate  
 ELL proficiency rates

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<ul style="list-style-type: none"> <li>Teachers will participate in a variety of professional development that aligns with charter, CCSS, NGSS, constructivist philosophy.</li> <li>Parent survey responses show a sense of awareness of their child's progress.</li> <li>There is accurate data on student behavior that is used by staff to determine next steps and interventions.</li> </ul>	<ul style="list-style-type: none"> <li>Currently parents receive 2 report cards yearly and participate in student lead conferences, exhibitions, portfolio weeks and presentations of learning, but we don't know if they feel informed or how best to communicate with them or help them evaluate their own child.</li> <li>Student behavior is tracked and accessible on paper but is not quickly accessed.</li> </ul>	<ul style="list-style-type: none"> <li>Students and parents receive clear feedback about their progress. Parents express satisfaction in communication from school</li> <li>Student behavior is tracked and analyzed to inform decision making</li> <li>100% of teachers receive professional development on multiple academic and social emotional strategies</li> </ul>	<ul style="list-style-type: none"> <li>Students and parents receive clear feedback about their progress. Parents express satisfaction in communication from school</li> <li>Student behavior is tracked and analyzed to inform decision making</li> <li>100% of teachers receive professional development on multiple academic and social emotional strategies</li> </ul>	<ul style="list-style-type: none"> <li>Students and parents receive clear feedback about their progress. Parents express satisfaction in communication from school</li> <li>Student behavior is tracked and analyzed to inform decision making</li> <li>100% of teachers receive professional development on multiple academic and social emotional strategies</li> </ul>

<ul style="list-style-type: none"> <li>Suspensions will only take place after other significant interventions have taken place.</li> <li>There will be a designated instructional coach available to teachers on staff.</li> <li>Students will take fine arts, performing arts and media arts during the year.</li> <li>Teachers have student assistants if their class is 20 students or more.</li> </ul>	<ul style="list-style-type: none"> <li>All teachers receive professional development on a variety of academic and social emotional areas.</li> <li>New teachers are provided a variety of support, but we need to know that they feel supported.</li> <li>Suspension is an important tool when absolutely necessary. We will maintain our low suspension rate.</li> <li>Students receive arts instruction.</li> <li>Teachers currently have peer and admin support.</li> <li>Teachers have teacher assistants in their class if they have 20 students or more.</li> </ul>	<ul style="list-style-type: none"> <li>New teachers report feeling supported in an annual survey</li> <li>Maintain low suspension rates</li> <li>100% of teachers will have access to instructional coaching</li> <li>100% of students will have access to a variety of arts instruction</li> <li>Teachers are given support in the classroom</li> </ul>	<ul style="list-style-type: none"> <li>New teachers report feeling supported</li> <li>Maintain low suspension rates</li> <li>100% of teachers will have access to instructional coaching</li> <li>100% of students will have access to a variety of arts instruction</li> <li>Teachers are given support in the classroom</li> <li>100% of students will have access to a variety of arts instruction</li> </ul>	<ul style="list-style-type: none"> <li>New teachers report feeling supported</li> <li>Maintain low suspension rates</li> <li>100% of teachers will have access to instructional coaching</li> <li>Teachers are given support in the classroom</li> <li>100% of students will have access to a variety of arts instruction</li> </ul>
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**PLANNED ACTIONS / SERVICES**

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

**Action 1**

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

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

OR

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Low Income
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[Scope of Services](#)

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

[Location\(s\)](#)

All Schools     Specific Schools:     Specific Grade spans:

[ACTIONS/SERVICES](#)

**2017-18**

New     Modified     Unchanged

- 100% of teachers will receive professional development on the following topics:  
Positive Discipline  
Effective use of academic language  
Classroom management  
Project Based Learning  
CCSS Math  
CCSS writing  
NGSS  
Differentiating for Special Education students  
ELA and ELD instruction  
Student achievement data analysis
- Two weeks of summer professional development and two full non instructional days of professional development
- Weekly Monday staff development
- Access to weekly meetings with the director
- Collaborative opportunities with a partner teacher
- Observations by an instructional coach and peer teachers
- Opportunities for PLC on formative assessment strategies
- Student behavior data tracked
- Access to an intervention flow chart aligned with school philosophy

**2018-19**

New     Modified     Unchanged

- 100% of teachers will receive professional development on the following topics:  
Positive Discipline  
Effective use of academic language  
Classroom management  
Project Based Learning  
CCSS Math  
CCSS writing  
NGSS  
Differentiating for Special Education students  
ELA and ELD instruction  
Student achievement data analysis
- Two weeks of summer professional development and two full non instructional days of professional development
- Weekly Monday staff development
- Access to weekly meetings with the director
- Collaborative opportunities with a partner teacher
- Observations by an instructional coach and peer teachers
- Opportunities for PLC on formative assessment strategies
- Student behavior data tracked
- Access to an intervention flow chart aligned with school philosophy
- New teachers will be provided the Responsive Classroom training
- 100% of students will be provided opportunities to work with experts in a variety of arts instruction
- Classes fully enrolled with be given instructional aide support

**2019-20**

New     Modified     Unchanged

- 100% of teachers will receive professional development on the following topics:  
Positive Discipline  
Effective use of academic language  
Classroom management  
Project Based Learning  
CCSS Math  
CCSS writing  
NGSS  
Differentiating for Special Education students  
ELA and ELD instruction  
Student achievement data analysis
- Two weeks of summer professional development and two full non instructional days of professional development
- Weekly Monday staff development
- Access to weekly meetings with the director
- Collaborative opportunities with a partner teacher
- Observations by an instructional coach and peer teachers
- Opportunities for PLC on formative assessment strategies
- Student behavior data tracked
- Access to an intervention flow chart aligned with school philosophy
- New teachers will be provided the Responsive Classroom training
- 100% of students will be provided opportunities to work with experts in a variety of arts instruction
- Classes fully enrolled with be given instructional aide support

- New teachers will be provided the Responsive Classroom training
- 100% of students will be provided opportunities to work with experts in a variety of arts instruction
- Classes fully enrolled with be given instructional aide support -
- Teachers supported by a MFT intern for guidance in implementation of social emotional and mindfulness strategies

- Teachers supported by a MFT intern for guidance in implementation of social emotional and mindfulness strategies

- Teachers supported by a MFT intern for guidance in implementation of social emotional and mindfulness strategies

**BUDGETED EXPENDITURES**

**2017-18**

Amount	\$500
Source	Base
Budget Reference	5800-00

**2018-19**

Amount	
Source	
Budget Reference	

**2019-20**

Amount	
Source	
Budget Reference	

# Goals, Actions, & Services

## Strategic Planning Details and Accountability

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

New
  Modified
  Unchanged

### Goal 3

Provide high quality, standards aligned materials and resources to teachers and students within facilities maintained for optimal learning.

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

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

[Identified Need](#)

High quality resources and materials  
 Student course access  
 Variety of learning access points  
 Technology access for learning  
 (NOTE: modified of old #16 goal)

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
High level of inquiry, cognitive demand and academic language being used by students as evidences by regular classroom observation and walk-throughs. <ul style="list-style-type: none"> <li>Students present their learning using a variety of artistic expression.</li> <li>Materials and resources reflect Common Core skills and knowledge.</li> <li>Students will be using technology throughout their learning as evidenced by observations.</li> </ul>	<ul style="list-style-type: none"> <li>observations are at times documenting inquiry, cognitive demand and academic language.</li> <li>Students receive arts instruction throughout the year.</li> <li>Materials and resources are often aligned with common core.</li> <li>3rd-8th graders have 1:1 chromebooks.</li> <li>Teachers are appropriately assigned.</li> </ul>	<ul style="list-style-type: none"> <li>Increased inquiry, cognitive demand and academic language in instruction and quality of student work</li> <li>100% of students will have access to instruction in a variety of arts</li> <li>100% of students will have access to Common Core aligned instructional materials</li> <li>100% of students will have access to technology that enhances their learning</li> <li>100% of classroom teachers will be appropriately credentialed and assigned.</li> </ul>	<ul style="list-style-type: none"> <li>Increased inquiry, cognitive demand and academic language in instruction and quality of student work</li> <li>100% of students will have access to instruction in a variety of arts</li> <li>100% of students will have access to Common Core aligned instructional materials</li> <li>100% of students will have access to technology that enhances their learning</li> <li>100% of classroom teachers will be appropriately credentialed and assigned.</li> </ul>	<ul style="list-style-type: none"> <li>Increased inquiry, cognitive demand and academic language in instruction and quality of student work</li> <li>100% of students will have access to instruction in a variety of arts</li> <li>100% of students will have access to Common Core aligned instructional materials</li> <li>100% of students will have access to technology that enhances their learning</li> <li>100% of classroom teachers will be appropriately credentialed and assigned.</li> </ul>

<ul style="list-style-type: none"> <li>Records demonstrate that teachers are credentialed in their area of instruction.</li> <li>Facilities are in clean and safe state.</li> <li>A variety of field trips are taken in each class and guest experts brought in that pertain to the academic subject matter.</li> </ul>	<ul style="list-style-type: none"> <li>Facilities are clean 80% of the time and broken things are repaired several times a year.</li> </ul>	<p>Ensure facilities are in good repair 100% of students will attend multiple field trips and guest experts related to academic work during each school year.</p>	<p>100% of students will attend multiple field trips and guest experts related to academic work during each school year. Ensure facilities are in good repair</p>	<p>100% of students will attend multiple field trips and guest experts related to academic work during each school year. Ensure facilities are in good repair</p>
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**PLANNED ACTIONS / SERVICES**

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

**Action 1**

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

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

OR

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

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

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

- Purchase and replacement of chromebooks, ipads, doc cams, projectors and audio equipment
- Purchase of licenses for Common Core and NGSS aligned web based and app based learning supports such as:

Zingy Science  
Mystery Science  
ST MATH  
Brain Pop  
Raz Kids  
Reflex Math  
Lexia Learning  
IXL  
Activated Reader

- Provide materials for hands on instruction: math manipulatives, FOSS kits,
- Provide curricular supports for mathematics.
- Provide staff member that tracks teacher credentialing documents.
- Provide experts to work with students in multiple areas of art expression (performing arts, media arts, fine arts, pottery, music)
- Maintain internet access for teacher and student use of web and app based learning supports
- Provide app based application for behavior tracking and interventions
- Provide application for portfolio building
- Maintain school facility in clean and optimal conditions
- Seek to acquire a bus to support transportation for field trips.
- Provide field trip funds and guest expert experiences for students

- Purchase and replacement of chromebooks, ipads, doc cams, projectors and audio equipment
- Purchase of licenses for Common Core and NGSS aligned web based and app based learning supports such as:

Zingy Science  
Mystery Science  
ST MATH  
Brain Pop  
Raz Kids  
Reflex Math  
Lexia Learning  
IXL  
Activated Reader

- Provide materials for hands on instruction: math manipulatives, FOSS kits,
- Provide curricular supports for mathematics.
- Provide staff member that tracks teacher credentialing documents.
- Provide experts to work with students in multiple areas of art expression (performing arts, media arts, fine arts, pottery, music)
- Maintain internet access for teacher and student use of web and app based learning supports
- Provide app based application for behavior tracking and interventions
- Provide application for portfolio building
- Maintain school facility in clean and optimal conditions
- Provide field trip funds and guest expert experiences for students

- Purchase and replacement of chromebooks, ipads, doc cams, projectors and audio equipment
- Purchase of licenses for Common Core and NGSS aligned web based and app based learning supports such as:

Zingy Science  
Mystery Science  
ST MATH  
Brain Pop  
Raz Kids  
Reflex Math  
Lexia Learning  
IXL  
Activated Reader

- Provide materials for hands on instruction: math manipulatives, FOSS kits,
- Provide curricular supports for mathematics.
- Provide staff member that tracks teacher credentialing documents.
- Provide experts to work with students in multiple areas of art expression (performing arts, media arts, fine arts, pottery, music)
- Maintain internet access for teacher and student use of web and app based learning supports
- Provide app based application for behavior tracking and interventions
- Provide application for portfolio building
- Maintain school facility in clean and optimal conditions
- Provide field trip funds and guest expert experiences for students

BUDGETED EXPENDITURES

**2017-18**

**2018-19**

**2019-20**

# Goals, Actions, & Services

## Strategic Planning Details and Accountability

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

New
  Modified
  Unchanged

### Goal 4

Develop a structure for ongoing analysis and intervention of student absences and tardies.

State and/or Local Priorities Addressed by this goal:

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

Identified Need

Decrease chronic absenteeism and tardies  
 Maintain or improve ADA  
 Provide access to instructional materials for absent students  
 Increase engagement through reduced tardies and absences

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<ul style="list-style-type: none"> <li>Absences/tardies will be recorded in a unique document that allows for yearly comparisons.</li> <li>Cumulative absences will decrease each year.</li> <li>Parents of chronic absence/tardy students will have scheduled meetings.</li> <li>Independent study contracts will be selected by more families when they are out.</li> </ul>	Absences and tardies are kept in Powerschool. <ul style="list-style-type: none"> <li>Students have less than 15 absences per school year.</li> <li>Repeat offenders are called infrequently.</li> <li>Some students complete independent study short term when absent.</li> </ul>	Set a baseline for absences over the past year and tardies. Decreased number of absences. Increased intervention throughout the year. Decreased number of tardies. Decreased number of students who are absent or tardy repeatedly. Increased work while home for absent students.	Set a baseline for absences over the past year and tardies. Decreased number of absences. Increased intervention throughout the year. Decreased number of tardies. Decreased number of students who are absent or tardy repeatedly. Increased work while home for absent students.	Set a baseline for absences over the past year and tardies. Decreased number of absences. Increased intervention throughout the year. Decreased number of tardies. Decreased number of students who are absent or tardy repeatedly. Increased work while home for absent students.

**PLANNED ACTIONS / SERVICES**

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

**Action 1**

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

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

OR

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

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

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

Set a baseline for absences through analyzing past and present data.  
 Maintain or improve P1 and P2 ADA  
 Increase communication with families of chronically absent students.  
 Increase support of families with chronically absent students.  
 Develop a method of improved work at home when student must be absent.  
 Increased communication with families of repeated tardy students

**2018-19**

New  Modified  Unchanged

Use the baseline to gauge status on absences or tardies. Maintain improved P1  
 Increase communication with families of chronically absent students.  
 Increase support of families with chronically absent students.  
 Develop a method of improved work at home when student must be absent.  
 Increased communication with families of repeated tardy students

**2019-20**

New  Modified  Unchanged

Use the baseline to gauge status on absences or tardies. Maintain improved P1  
 Increase communication with families of chronically absent students.  
 Increase support of families with chronically absent students.  
 Develop a method of improved work at home when student must be absent.  
 Increased communication with families of repeated tardy students

BUDGETED EXPENDITURES

**2017-18**

Budget  
Reference

No cost to school

**2018-19**

Budget  
Reference

**2019-20**

Budget  
Reference

# 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 5

Develop stronger parent partnerships through effective communication tools, increased means of input and parent education.(modified from previous goal 15)

State and/or Local Priorities Addressed by this goal:

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

Identified Need

Parent engagement in student learning  
 Parent understanding of child development  
 Parent participation in school events  
 Parent awareness of student progress and achievement

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Parents know exactly how to access their child's academic standing. Parents have several options for parent education during the school year. <ul style="list-style-type: none"> <li>There will be school based activities that exhibit student work, engage parents in experiencing their child's work and participate in the process.</li> <li>All parents will attend a student lead conference, one exhibition and a portfolio review each year.</li> <li>80% or more of parents will respond to a survey.</li> </ul>	100% of parents receive a weekly email from the school and a weekly email/call from the teacher. <ul style="list-style-type: none"> <li>Parent educational resources are offered to parents.</li> <li>100% Parents receive a phone invitation to our school events.</li> <li>100% of parents will sign in at any parent event.</li> <li>Less than 30% of parents typically respond to our surveys.</li> <li>Parents will grow in their understanding about why</li> </ul>	100% of parents will receive specific information pertaining to their child's academic and social emotional learning. 100% of parents will be given parent education regarding ways to extend academic learning at home. 100% of parents will be provided multiple opportunities to participate in school based activities. 100% of parents will participate in at least one school event. Parents will respond to a parent survey. Parents will be provided parent educational opportunities and	100% of parents will receive specific information pertaining to their child's academic and social emotional learning. 100% of parents will be given parent education regarding ways to extend academic learning at home. 100% of parents will be provided multiple opportunities to participate in school based activities. 100% of parents will participate in at least one school event. Parents will respond to a parent survey. Parents will be provided parent educational opportunities and	100% of parents will receive specific information pertaining to their child's academic and social emotional learning. 100% of parents will be given parent education regarding ways to extend academic learning at home. 100% of parents will be provided multiple opportunities to participate in school based activities. 100% of parents will participate in at least one school event. Parents will respond to a parent survey. Parents will be provided parent educational opportunities and

<ul style="list-style-type: none"> <li>Parents will approach their child's mistakes with understanding based on the child's stage of development.</li> </ul>	we do not punish or reward/bribe children.	information about child developmental needs.	information about child developmental needs.	information about child developmental needs.
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**PLANNED ACTIONS / SERVICES**

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

**Action 1**

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

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

OR

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

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

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

Weekly Parent communication through a multi media approach  
Students will write in the school to home journal weekly.  
Weekly school emails will include parent education materials.

**2018-19**

New  Modified  Unchanged

Weekly Parent communication through a multi media approach  
Students will write in the school to home journal weekly.  
Weekly school emails will include parent education materials.

**2019-20**

New  Modified  Unchanged

Weekly Parent communication through a multi media approach.  
Students will write in the school to home journal weekly.  
Weekly school emails will include parent education materials.

Open House will provide information about project based learning, school policies and our social emotional program.  
 Student Lead Conferences will be scheduled to accommodate parents schedules.  
 Administer parent surveys for feedback  
 Parent education seminar provided to parents.  
 Coffee Connections held monthly for parents.  
 Support Parent Association events.  
 Share student achievement information at least twice yearly.

Open House will provide information about project based learning, school policies and our social emotional program.  
 Student Lead Conferences will be scheduled to accommodate parents schedules.  
 Administer parent surveys for feedback  
 Parent education seminar provided to parents.  
 Coffee Connections held monthly for parents.  
 Support Parent Association events.  
 Share student achievement information at least twice yearly.

Open House will provide information about project based learning, school policies and our social emotional program.  
 Student Lead Conferences will be scheduled to accommodate parents schedules.  
 Administer parent surveys for feedback  
 Parent education seminar provided to parents.  
 Coffee Connections held monthly for parents.  
 Support Parent Association events.  
 Share student achievement information at least twice yearly.

**BUDGETED EXPENDITURES**

**2017-18**

Amount	\$18,000
Source	Base
Budget Reference	4430-000 (ST Math, TTRS, MATH XL, RAZ KIDS,BRAIN POP)

**2018-19**

Amount	
Source	
Budget Reference	

**2019-20**

Amount	
Source	
Budget Reference	

# 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 6

State and/or Local Priorities Addressed by this goal:

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

Identified Need

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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### PLANNED ACTIONS / SERVICES

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

#### Action **1**

Students to be Served

All
  Students with Disabilities

Location(s)

All Schools
  Specific Schools:
  Specific Grade spans:

OR

Students to be Served

English Learners
  Foster Youth
  Low Income

Scope of Services

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



## Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

2017–18  2018–19  2019–20

Estimated Supplemental and Concentration Grant Funds:

\$

Percentage to Increase or Improve Services:

%

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

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

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

## Addendum

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

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

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

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

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

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

## Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

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

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

## Plan Summary

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

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

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

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

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

## Budget Summary

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

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

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

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

## Annual Update

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

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

## Annual Measurable Outcomes

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

## Actions/Services

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

## Analysis

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

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

## Stakeholder Engagement

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

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

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

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

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

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

## Goals, Actions, and Services

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

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

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

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

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

### Goal

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

### Related State and/or Local Priorities

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

### Identified Need

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

### **Expected Annual Measurable Outcomes**

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

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

### **Planned Actions/Services**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### Location(s)

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

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

### Actions/Services

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

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

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

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

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

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

### Budgeted Expenditures

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

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

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

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

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

#### Estimated Supplemental and Concentration Grant Funds

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

#### Percentage to Increase or Improve Services

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

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

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

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

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

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

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

## State Priorities

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

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

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

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

**Priority 3: Parental Involvement** addresses:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Local Priorities** address:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## **APPENDIX B: GUIDING QUESTIONS**

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

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

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

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

## Guiding Questions: Goals, Actions, and Services

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

## LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	445,907.00	0.00	21,300.00	0.00	0.00	21,300.00
	5,000.00	0.00	0.00	0.00	0.00	0.00
Base	148,317.00	0.00	21,300.00	0.00	0.00	21,300.00
Special Education	292,590.00	0.00	0.00	0.00	0.00	0.00

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

<b>Total Expenditures by Object Type</b>						
<b>Object Type</b>	<b>2016-17 Annual Update Budgeted</b>	<b>2016-17 Annual Update Actual</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2017-18 through 2019-20 Total</b>
All Expenditure Types	445,907.00	0.00	21,300.00	0.00	0.00	21,300.00
1105-00	22,360.00	0.00	0.00	0.00	0.00	0.00
2100-00	25,110.00	0.00	0.00	0.00	0.00	0.00
2100-65	187,590.00	0.00	0.00	0.00	0.00	0.00
2200-00	58,000.00	0.00	0.00	0.00	0.00	0.00
2200-65	105,000.00	0.00	0.00	0.00	0.00	0.00
4300-00	9,500.00	0.00	0.00	0.00	0.00	0.00
4315-00	7,697.00	0.00	0.00	0.00	0.00	0.00
4400-00	6,250.00	0.00	0.00	0.00	0.00	0.00
4430-000	0.00	0.00	20,800.00	0.00	0.00	20,800.00
5210-00	18,400.00	0.00	0.00	0.00	0.00	0.00
5800-00	6,000.00	0.00	500.00	0.00	0.00	500.00

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

<b>Total Expenditures by Object Type and Funding Source</b>							
<b>Object Type</b>	<b>Funding Source</b>	<b>2016-17 Annual Update Budgeted</b>	<b>2016-17 Annual Update Actual</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2017-18 through 2019-20 Total</b>
All Expenditure Types	All Funding Sources	445,907.00	0.00	21,300.00	0.00	0.00	21,300.00
1105-00	Base	22,360.00	0.00	0.00	0.00	0.00	0.00
2100-00	Base	25,110.00	0.00	0.00	0.00	0.00	0.00
2100-65	Special Education	187,590.00	0.00	0.00	0.00	0.00	0.00
2200-00	Base	58,000.00	0.00	0.00	0.00	0.00	0.00
2200-65	Special Education	105,000.00	0.00	0.00	0.00	0.00	0.00
4300-00	Base	9,500.00	0.00	0.00	0.00	0.00	0.00
4315-00	Base	7,697.00	0.00	0.00	0.00	0.00	0.00
4400-00	Base	6,250.00	0.00	0.00	0.00	0.00	0.00
4430-000	Base	0.00	0.00	20,800.00	0.00	0.00	20,800.00
5210-00	Base	18,400.00	0.00	0.00	0.00	0.00	0.00
5800-00		5,000.00	0.00	0.00	0.00	0.00	0.00
5800-00	Base	1,000.00	0.00	500.00	0.00	0.00	500.00

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

**Total Expenditures by Goal**

<b>Goal</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2017-18 through 2019-20 Total</b>
<b>Goal 1</b>	2,800.00	0.00	0.00	2,800.00
<b>Goal 2</b>	500.00	0.00	0.00	500.00
<b>Goal 3</b>	0.00	0.00	0.00	0.00
<b>Goal 5</b>	18,000.00	0.00	0.00	18,000.00
<b>Goal 6</b>	0.00	0.00	0.00	0.00
<b>Goal 8</b>	0.00	0.00	0.00	0.00
<b>Goal 10</b>	0.00	0.00	0.00	0.00

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