LCFF Budget Overview for Parents

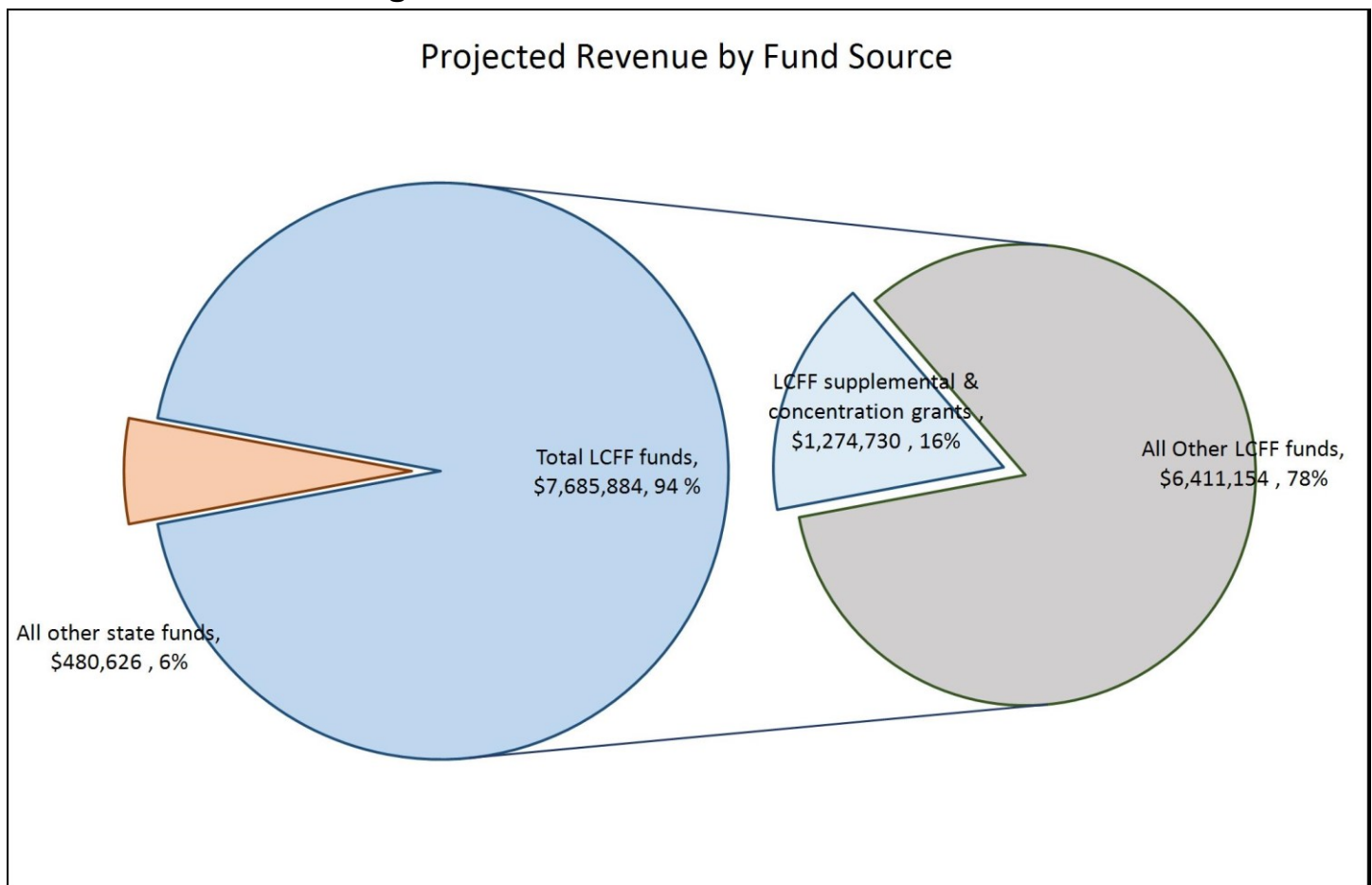Local Educational Agency (LEA) Name: SCALE Leadership Academy East

CDS Code: 33 67181 0138610

Local Control and Accountability Plan (LCAP) Year: 2019-20

LEA contact information: Gina Corby-Potter, Principal

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2019-20 LCAP Year

Projected Revenue by Fund Source

Total LCFF funds, $7,685,884, 94 %

All other state funds, $480,626 , 6%

LCFF supplemental & concentration grants , $1,274,730 , 16%
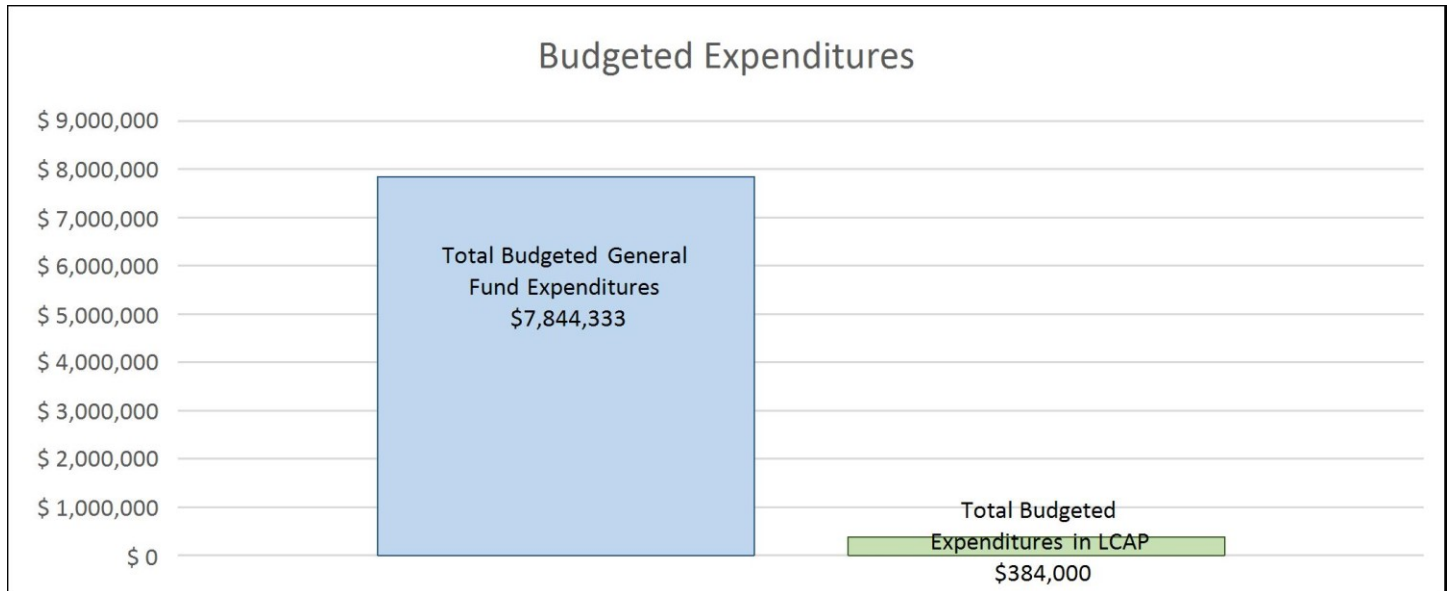
All Other LCFF funds, $6,411,154 , 78%

This chart shows the total general purpose revenue SCALE Leadership Academy East expects to receive in the coming year from all sources.

The total revenue projected for SCALE Leadership Academy East is $8,166,510, of which $7,685,884 is Local Control Funding Formula (LCFF), $480,626 is other state funds, $0 is local funds, and $0 is federal funds. Of the $7,685,884 in LCFF Funds, $1,274,730 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

Budgeted Expenditures

Total Budgeted General Fund Expenditures $7,844,333

Total Budgeted Expenditures in LCAP $384,000

This chart provides a quick summary of how much SCALE Leadership Academy East plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

SCALE Leadership Academy East plans to spend $7,844,333 for the 2019-20 school year. Of that amount, $384,000 is tied to actions/services in the LCAP and $7,460,333 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

 n/a

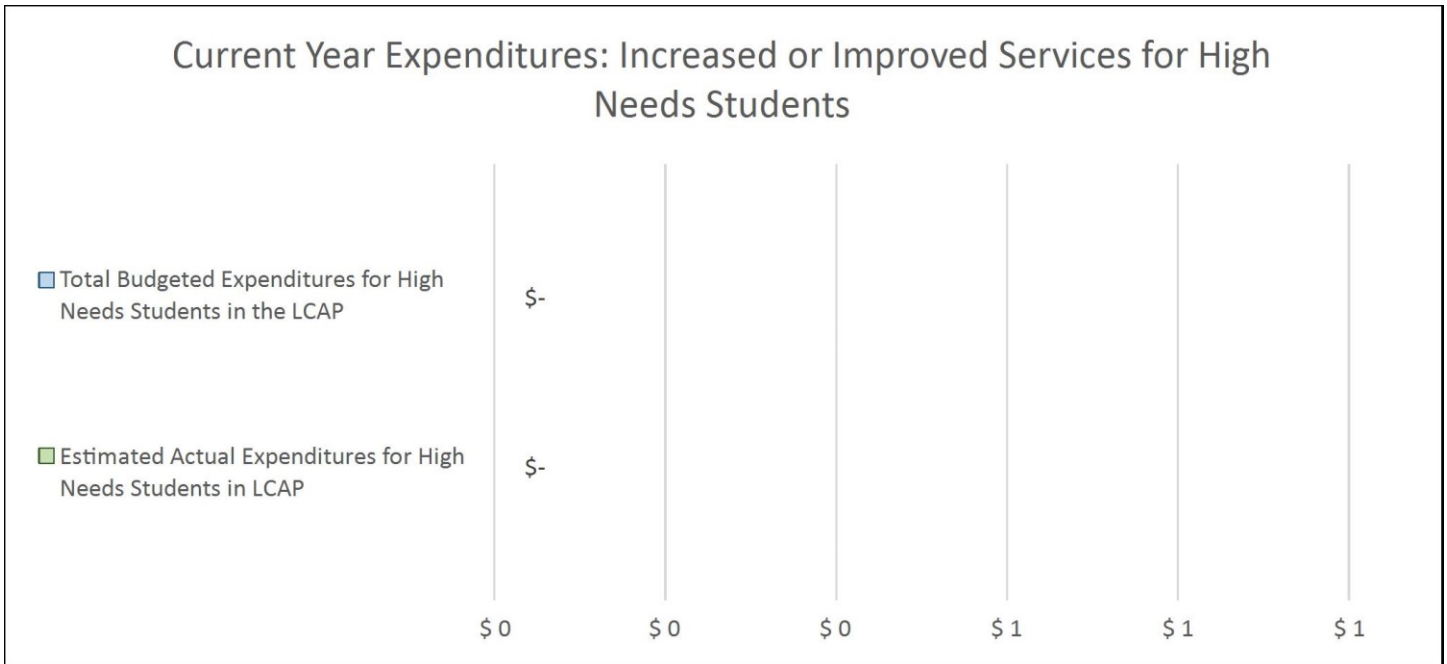## Increased or Improved Services for High Needs Students in 2019-20

In 2019-20, SCALE Leadership Academy East is projecting it will receive $1,274,730 based on the enrollment of foster youth, English learner, and low-income students. SCALE Leadership Academy East must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, SCALE Leadership Academy East plans to spend $1,274,730 on actions to meet this requirement.

The additional improved services described in the LCAP include the following:
SCALE Leadership Academy East planned actions and services to accommodate students who are foster youth, English learners and low income students include intervention curricular platforms, language learning platform, academic counseling support, parent/student engagement support, crisis counselor, and advisory courses that support social emotional health.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2018-19

Current Year Expenditures: Increased or Improved Services for High Needs Students

☐ Total Budgeted Expenditures for High Needs Students in the LCAP $-

☐ Estimated Actual Expenditures for High Needs Students in LCAP $-

$ 0 $ 0 $ 0 $ 1 $ 1 $ 1

This chart compares what SCALE Leadership Academy East budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what SCALE Leadership Academy East estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, SCALE Leadership Academy East's LCAP budgeted $0 for planned actions to increase or improve services for high needs students. SCALE Leadership Academy East estimates that it will actually spend $0 for actions to increase or improve services for high needs students in 2018-19.

Local Control Accountability Plan and Annual Update (LCAP) Template

LEA Name	Contact Name and Title	Email and Phone
SCALE Leadership Academy East	Gina Corby-Potter Principal	gina.corby-potter@scaleacademy.org 888-315-4660 ext. 214

2017-20 Plan Summary
The Story

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

Our mission at SCALE Leadership Academy East is to operate a K-12 independent and non classroom based public charter school that sets students on a path to success in high school, college, and beyond. We at SCALE Leadership Academy envision an education institution of exceptional academic performance, centered on quality instruction through personal engagement in authentic learning and instruction through personal engagement in authentic learning experiences. We draw our program from a wide rage of educational research, including learning and instruction, educational psychology, literacy studies, multicultural education, and cognitive studies. Our instructional team is dedicated to providing a learning environment that will produce and prepare well rounded students for the rapidly changing 21st century spectrums of collegiate, corporate, and beyond. We intend to create and maintain a setting to meet the unique needs of each student as individuals while maintaining academic rigor and relevance to their online learning experiences.

2018-2019 marks operational Year One for SLA-East and a baseline year for our three year planning cycle. Over the remaining two years of this three year cycle we intend to service our learners in the following manner, increase student access and increase learner outcomes to show growth in our deficient areas..

Growth Area 1 Equity and Access: SLA will continue to meet the basic conditions of learning with proper access to credentialed teachers and standards aligned materials. We project by year three of this planning cycle, will will need a full time EL coordinator to increase our student services as this population grows. Basic conditions of learning: standards aligned and properly aligned teachers

Growth Area 2 Increased Parental Involvement: SLA will continue to allocate appropriate resources to continue to meet our goals. Each year we intended to increase parent engagement in parent teacher conferences. There is an identified need to increase active engagement with our Parent

Action Committee. By year three, we expect that we will need to hire a full time Parent Engagement Coordinator.

Growth Area 3 Pupil Achievement and Learner Outcomes: SLA has set our growth targets for state wide assessments at
5% yearly growth until targets are met with the intention of then increasing targets. Subsequently internal benchmarking and diagnostic exams will be implemented successfully to met LCAP goals and internal learning targets. Additionally, by year three we expect incremental growth in ELPAC band growth or reclassification. We anticipate having to allocate additional resources for human capital and instructional resources and expanding our intervention program.

Growth Area 4 Engagement and Course Access: We intend to maintain our graduation rate, but increase our A-G graduation rate by 5% each year. To support our HS learning by year three we intend to offer at least one full CTE track for learners on a career path and to have at least 30% our our learners take at least one AP course.

LCAP Highlights

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

The key features of this year's LCAP includes Basic Services, Implementation of CCSS, Parent Involvement, Student Achievement, Student Engagement, School Climate, Course Access, and Student Measurable Outcomes. Each of these areas have a set of subsequent criteria that allow for a full evaluation of the school's educational program. Included in these features are evaluations of teacher quality, staff development and training, curriculum adoption, community feedback and various of school-wide performance evaluations.

Review of Performance

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

Greatest Progress

Our greatest progress overall this year is our steady improvement in our learner outcomes in Math. Our internal metrics indicate we are poised to have 5% gains across all subgroups for math until our goals are met. Those increases can be attributed our teacher trainings and implementation of our Strategic Plan. We offer competitive salaries for our teachers and robust and comprehensive professional development as evidenced by our 84% teacher intention to return rate. This year SLA partnered with the Riverside Office of Education's CTI program to provide first year teachers and newly credentialed teachers induction and support. We've also exceeded our goal for parent engagement as indicated by an over 62% participation rate in parent-teacher conferences. Our parents have indicated through surveys that they feel welcome by our school. 80% of the stakeholders have experienced a safe and positive culture.

This year we continued ongoing diagnostic assessment as part of our strategic Initiative for data-driven instruction. Our curriculum is 100% aligned with Common Core and California state

standards. We have an early alert system for low engagement and low student output and that has kept our absentee rate below 5%. No students were expelled or suspended during the school year. We successfully follow our technology plan which also adds to our overall student safety and helps students in demonstrating 21st century skills. This year SLA adopted a school-wide safety plan, this includes active monitoring in the virtual environment as well as accountability measures on site.

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

Greatest Needs

Although we had significant gains in our Math test scores, it is important to note that we did see a decline in performance in ELA. These areas remain areas of need. We must continue to adhere to our strategic plan for data-driven instruction and intense personalized instruction so that students can demonstrate proficiency on state exams. Furthermore there is a need to track and monitor the progress of our English Language Learners and their engagement in the digital learning environment. Through the use of virtual field trips we continuously expose our students to College and Career options additionally with the implementation of school-wide Capstone project we support our students in developing the executive skills necessary for entry into college and career. However this remains an area of need and that students still must demonstrate the reading and writing competencies or entrance into UC and CalState schools. Additionally our student population is transient and that students enroll with us to recover lost skills or for a temporary solution and often times return to their home school or a brick-and-mortar environment. We must look at how to provide rapid services to support those students considering the short amount of time they are enrolled with us. Overall our greatest need is to continue with our strategic plan to further increase ELA and Math outcomes. We intend to push that initiative by seeking alternative ways to further engage parents to provide academic support for our students. We will continue in-depth teacher training for further data analysis of student engagement and mastery to provide intense personalize instruction. Through the adoption of the BYU and Pearson online curriculums, we seek to improve in the area of standards mastery and overall student engagement. Through a standards mastery approach and subsequent data analysis, we hope to be able to provide targeted support and interventions for our students.

Referring to the California School Dashboard, 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

N/A due to a blank dashboard for Year One.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

N/A

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

N/A

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

N/A

Annual Update

LCAP Year Reviewed: 2018-19

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

The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
18-19 1. 100% of the teachers will be credentialed or will be teacher interns enrolled in a credentialing program. 2. 100% of materials will be aligned to common core. 3. School will pass the school safety evaluation with 80% accuracy.	1. This priority has been met. Based on our evaluation of priority 1 goal 1, we found that 100% of our teachers are credentialed and/or are enrolled in a credentialing program. 2. This priority has been met. Based on our evaluation of priority 1 goal 2, we found that 100 % of our materials are aligned to common core. 3. This priority has been met. Based on our evaluation for priority 1 goal 3, we found that out internet usage safety agreement are signed by students and parents along with documentation of our protocols. We also increased our internet security protocols, change passwords and provided student more training. Please see supporting documentation.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1. Provide high quality instruction and materials for every student. 2. Every teacher will be adequately trained and prepared for the subject matter they will teach. 3. School facilities will be safe, be maintained in good repair, and promote a healthy learning environment.	* Select , hire and retain high quality teachers, using Edjoin to recruit and a thorough teacher selection process. * Vacancies will be well advertised on Edjoin and through other media in order to attract a large pool of well qualified candidates. * Provide incentives to retain high quality teachers. * Select quality, rigorous and relevant learning materials that are aligned to the standards. * Conduct an annual teacher assignment review to ensure that teachers are appropriately assigned. * Establish a curriculum steering committee to coordinate efforts on the selection of standards aligned instructional materials. * Salaries and benefits will align with those of local districts in order to attract a pool of well qualified applicants. * Conduct annual school safety review.	110,000.00 1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries 5000-5999: Services And Other Operating Expenditures	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries 5000-5999: Services And Other Operating 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.

Our school administrative team selected job boards and posted competitive salaries for key positions. The admin staff also held selections and training workshops for the qualified potential applicants to provide high quality instruction and 21st Century teaching methods. To support first-year teachers and/or teachers with preliminary credentials, SLA partnered with the Riverside County Office of Education's Center for Teacher Innovation to provide a teacher induction and mentorship program.

Curriculum continues to be 100% aligned with Common Core and State Standards.

To address school safety, SLA adopted a school safety plan that is overseen by the school's safety committee and enforced by a quality assurance manager.

Updates to school furnishings located at the teacher training facilities were also made. The addition of reconfigurable teacher workstations were made in the late fall. Updates to the school's internet network and phone systems were made. In an effort to improve overall access for both students and staff, SLA switched to a new professional IT consulting firm, Buzztech.

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

Our recruitment process has been effective as indicated by the number of candidates placed in positions. Subsequently 84% of teachers intended to return for the upcoming academic year. As changes in standards from the state continues, our purchases and selections reflect alignment in our curriculum materials

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no significant material changes between budgeted and 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.

N/A

Annual Update

LCAP Year Reviewed: 2018-19

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

Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
18-19 1. 100% of SLA teachers will be trained to implement CCSS. 2. 100% of teachers will be evaluated based on the extent to which they implemented Common Core State Standard. 3. 100% of EL students will have access to Common Core and ELD standards aligned instruction. 4. 3 extracurricular activities will be designed to reinforce language acquisition for English Learners.	1. This priority has been met. Based on our evaluation for Priority 2 goal 1, This goal was met through a series of trainings throughout the 2018-2019 school year. SLA teachers received their initial training on the implementation of CCSS on August 6, 2018. During this week, an additional focused training on reading strategies and resources occurred on August 8, 2018. SLA teachers were trained to implement identified CCSS priority standards in ELA core curriculum courses on 11/30/19. Additionally, subsequent trainings/data dives occurred on 12/7/2018, 12/21/2018, 2/15/2019, and 4/5/2019. This is a continuing priority with instruction as we continue throughout the year with PD teacher training day. 2. This goal has been met. Based on our evaluation of priority 2 we found that every teacher will provide instructions that align with the Common Core State Standard. 3. This goal has been met. 4. This goal has been met. Based on our evaluation for priority 2 goal 6 we found that 3 field trips were designed to reinforce language for the English Learner students. Those field trips were; Schoolhouse rock musical Whale Watching CSUSB college tour

Expected	Actual
	College fair Ontario convention center USC got big dreams seminar

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1. Every teacher will provide instruction that is aligned with the Common Core State Standards (CCSS) 2. Every student will be enabled to gain academic content knowledge aligned with the CCSS. 3. EL students will be enabled to gain academic content knowledge. 4. EL students will be enabled to gain English Language proficiency.	1. All teachers will be trained to fully implement the CCSS. 2. All teachers will be evaluated based, in part, on their implementation of the CCSS. 3. organize EL's into performance groups and establish individual learning plans for each student. 4. Evaluate data specific to EL's on a quarterly basis. 5. Identify monthly and quarter trends. 6. Measurable objectives based on CCSS will be identified by the staff. 7. All students, and especially EL students, will be regularly assessed on their mastery of these measurable objectives and interventions steps will be taken for every student who has not achieved mastery. 8. Provide electives the support both English competency and increase fluency. 9. Extracurricular activities will reinforce language	80,000.00 1000-1999: Certificated Personnel Salaries 4000-4999: Books And Supplies	1000-1999: Certificated Personnel Salaries 4000-4999: Books And Supplies

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.

During the 2018-2019 school year, 100% of all teachers were trained in the implementation of CCSS. During the fall training, teachers were trained SDAIE strategies and reinforced throughout the year with additional trainings. To ensure that all students, including the EL student population, teachers were evaluated based on their implementation of CCSS through a series of formal and informal evaluations throughout the school year. In addition, an EL steering committee was formed to address EL student curricular needs and implementation. One of the goals of this committee was to establish metrics and processes to regularly assess EL on mastery of language acquisition. To support English competency, the Advisory elective in was available to all EL students.

Improvement is needed in the area of providing EL students the tools necessary to demonstrate considerable growth in ELPAC scores. SLA would like to continue support for teachers in SDAIE strategies as they relate to the implementation of CCSS and ELD standards.

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

Overall, the school found this area to be highly effective in the training capacity; however, an area of growth is improvement in the area of providing EL students the tools necessary to demonstrate considerable growth in ELPAC scores. SLA would like to continue support for teachers in SDAIE strategies as they relate to the implementation of CCSS and ELD standards.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no significant material changes between budgeted and 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.

N/A

Annual Update

LCAP Year Reviewed: 2018-19

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

Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
18-19 1. All teachers, Parents, and students will sign the Scale Leadership Master Agreement form. 2. 50% of parents will attend parent teacher conferences. 3. The School will mass communicate with parents on a monthly basis. 4. Teachers will communicate with parents on a bi-weekly basic. 5. Teachers will return parent phone calls and notes within 48 hours. 6. 100% of parents will have access to Individual Learning Plans and academic records. 7. Feedback from the annual parent survey will demonstrate that 80% of parents feel welcome on the SLA office.	1. This goal has been met. Based on our evaluation of Scale Leadership Academy School the master agreement is signed by teacher, parents & teachers. 2. This goal has been met. Based on our evaluation for priority 3 goal 2. We found that 62% of parents attended Parent-teacher conference month of November. 3. This goal has been met. Based on our evaluation for state priority 3 goal 3, we found that every month Scale sends out monthly newsletters to students and parents through Jupiter Ed. 4. This goal has been met. Based on our evaluation of priority 3 goal 4 we found out that our teachers do communicate with parents on a bi-weekly basic. 5. This goal has been met. Based on our evaluation we found that our teachers here at scale do return parent phone calls within 48 hours. 6. This goal has been met. Based on our evaluation for state priority 3 goal 6, we found that all parents have access to their students' individual learning plans and academic records. 7. This has been met. Based on our evaluation our surveys show that the parents do feel welcome here at Scale.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1. Parents will be involved in their child's learning. 2. Parents will be involved in decisions regarding school matters. 3. SLA parents will feel welcome on the SLA campus.	1. All students, teachers, and parents will be required to sign a Family School Compact that clarifies the responsibilities of each. 2. All teachers will seek to develop a collaborative partnership with parents through regular communication. 3. SLA will maintain consistent communication with parents regarding their child's progress. 4. Teachers will utilize a variety of mediums for communicating with parents with the goal of reaching all parents. 5. Parents are required to attend two parent teacher conferences during each school year. 6. Parents representation will be sought on a variety of school committee's for the sake of transparency and in order to benefit from the host of strengths any parents brings to the school community.	10,000.00 1000-1999: Certificated Personnel Salaries 5900: Communications	1000-1999: Certificated Personnel Salaries 5900: Communications

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 implementation was effective. The school plans to continue ongoing communications with families and soliciting parent input at regular intervals.

This goal has been met. Based on our evaluation of Scale Leadership Academy School the master agreement is signed by teacher, parents & teachers.
Based on our evaluation for priority 3 goal 2, We found that 62% of parents attended Parent-teacher conference month of November. Every month Scale sent out monthly newsletters to students and parents through Jupiter Ed. We found that our teachers communicate with parents on a bi-weekly basis. Teachers return parent phone calls within 48 hours. All parents have access to their students' individual learning plans and academic records.

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

62% of parents attended Parent-teacher conference month of November.Based on our surveys, families feel welcome here at Scale.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences.

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

N/A

Annual Update

LCAP Year Reviewed: **2018-19**

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

Pupil achievement, as measured by all of the following, as applicable:

A.   Statewide assessments (CAASPP)
B.   The Academic Performance Index (API)
C.   Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education
D.   Percentage of ELs who make progress toward English language proficiency as measured by the ELPAC
E.   EL reclassification rate
F.   Percentage of pupils who have passed an AP exam with a score of 3 or higher
G.   Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
18-19 1. At least 75% of students will either demonstrate one year of academic growth in ELA Math as indicated by CAASPP scores or demonstrate half a year of academic growth in ELA Math as indicated by interim to year end CAASPP scores. 2. 75% of EI student's will improve a minimum of one band width on ELPAC year to year or be reclassified. 3. The LEA will demonstrate minimum 5% year to year CAASSP growth until 50% of students within the LEA demonstrate CAASSP proficiency. 4. 100% of students will take the A-G requirements. 5. 50% of all AP students will score a 3 or higher	1. This goal has not been met. Based on our evaluation for State priority 4 goal 1, we found that students did not make 1 year of growth. 2. This goal was not met. Based on our evaluation for state priority 4 goal 2, we found that only 13% of the student reclassified. 3. This goal was not met. 4. This goal was met. Based on the evaluation for state priority 4, goal 4 we found that 100% of our students take A-G requirements. 5. N/A. Based on our evaluation for state priority 4, goal 5 we found that we had no students who took the AP exams.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1. All students will experience significant academic growth. 2. All students regardless of their racial, ethnic, gender, socio-economic or other group, will have equal opportunities to experience academic growth. 3. All EL students will make significant progress in developing their English Language proficiency. 4. EL students will make consistent progress toward reclassification. 5. AP and Honors students will achieve the level of proficiency required to pass the AP exam. 6. All students will take the required A-G courses.	1. Each teacher will provide standards based, data driven instruction, scaffolded and extended according to student need. 2. SLA will administer quarterly and monthly assessment to track student progress. 3. Teachers will implement and monitor ILP's to ensure all students are on track. 4. Teachers will analyze data by subgroups on a monthly basis prescribe interventions and supports for struggling students. 5. Teachers will provide support and additional resources for students in AP courses to ensure	20,000.00 1000-1999: Certificated Personnel Salaries 4000-4999: Books And Supplies	1000-1999: Certificated Personnel Salaries 4000-4999: Books And Supplies

7. All students will achieve a level of proficiency on CAASPP.	maximum possible performance results. 6. Students will receive ongoing placements, counseling, and monitoring to keep them on track with A-G requirements. 7. Teacher will utilized interim assessments and benchmarks to adequately prepare students for the CAASPP.

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 consistently trained on providing standards-based instruction and extending depth and rigor. Teacher were also trained on rigor and common core instruction and the digital learning cycle. Benchmarks were administered quarterly, as well as teacher
driven classroom level assessments and ongoing checks for understanding were provided. Additionally, diagnostic exams were implementation this academic year in the areas of reading and math. As the school continues to be data driven and we progress into Year 3 of using ongoing diagnostic exams, we expect continued growth.

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

The school determines this area as an area of need. In addition to data-driven instruction, increased personalized and differentiated learning will be implemented to increase efficacy and student achievement of outcomes. Students will also be provided increased support for success in AP classes. Subsequently, CAASPP interim and formative assessments will be used in addition to benchmark exams to assess student progress toward outcome achievement.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences.

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

Annual Update

LCAP Year Reviewed: 2018-19

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

Pupil engagement, as measured by all of the following, as applicable:
School attendance rates
Chronic Absenteeism rates
Middle school dropout rates (EC §52052.1(a)(3))
High school dropout rates
High school graduation rates

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
18-19 1. Students will attend school at a rate of 93% or more. 2. 50% of students will maintain perfect attendance. 3. Chronic absenteeism will be identified, addressed, and rectified in 80% of all cases. 4.Minimum 0% drop out rate for all middle school students. 5. 100% of High school students will graduate, or enroll for a 5th year of study, or pass a high school equivalency exam prior to the close of the academic year, except for those who relocate.	1. This goal has been met. Based on our evaluation, students here at SCALE do attend school at a rate of 93% or higher. 2. This goal has been met. Based on our evaluation for priority 5, goal 2, we found that 50 % of our students do maintain perfect attendance. 3. This goal has been met. Based on our evaluation for state priority 5 goal 3, we found that all chronic absenteeism have been identified, addressed and rectified. 4. This goal has been met. 5. This goal was met. Based on our evaluation all of our high school students graduated, 50% of graduates met A-G requirements.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1. SLA students will maintain good attendance. 2. SLA will establish an early alert system for identifying and rectifying potential chronic absenteeism. 3. All students who enter SLA will complete the program, except for those who relocate or transfer to another school.	1. Teachers and parents ensure that students are on course as prescribed by their individual learning plans. 2. Provide interventions and supports for struggling students. 3. SLA provided classroom incentives and rewards for students academic progress. 4. SLA provided incentives for individual students with perfect attendance.	10,000.00 1000-1999: Certificated Personnel Salaries 5000-5999: Services And Other Operating Expenditures	1000-1999: Certificated Personnel Salaries 5000-5999: Services And Other Operating 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.

Chronic absenteeism was addressed with the implementation of an Early Alert System for low engagement and low work output that focuses on engaging both the student and the student's parent/guardian. Students and stakeholders were counseled by staff and interventions were provided for students to remain on track or alternative
program placements were made as needed. SLA teachers provided incentives for individual students who maintain perfect attendance and who also made significant academic progress.

Based on our evaluation, not all of our high school students graduated. # out high school students graduated

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

Overall, the school found the area of addressing pupil engagement and attendance to be highly effective. However, SLA seeks to increase the school's graduation rate achieve 100%

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences

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

There were no changes made.

Annual Update

LCAP Year Reviewed: **2018-19**

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

School climate, as measures by all of the following, as applicable:
Pupil suspension rates
Pupil expulsion rates
Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
18-19 1. Pupil suspension rates will not exceed 10% 2. Pupil suspension rates will not exceed 5% 3. Annual parent, student, and staff surveys indicate that 80% of stakeholders experience that school climate as positive and safe.	1.This goal has been met. Based on our evaluation for priority 6, goal 1, we did not have any students with Scale suspended for 2018-19 school year. 2.This goal has been met. Based on our evaluation for Priority 6, goal 2, we did not have any students with Scale that were expelled during 2018-19 school year. 3.This goal has been met. Based on our evaluation for state priority 6 goal 3, we found that parent, student, and staff surveys indicate that 80% of stakeholders experience that school climate as positive and safe.

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1. SLA will maintain a safe and cooperative learning environment. 2. SLA will implement effective discipline and discipline prevention practices to promote student engagement and school citizenship. 3. SLA will maintain a productive and positive school culture and climate.	1. SLA will provide quality supervision to prevent unnecessary incidents. 2. SLA will implement a School Wide Positive Behavior Support System that provides consistent behavioral expectations across campus and provides teachers with needed support. 3. SLA will implement programs focused on character development and making good choices.	10,000.00 1000-1999: Certificated Personnel Salaries	

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.

SLA virtual-online course rooms are heavily monitored. SLA uses digital filters and email filters to prevent posting of inappropriate content. In addition, parents have student monitoring access through parent portals on the school LMS and SIS. As such, SLA reports that no students were expelled and/or suspended for the 2018-2019 school year. Additionally, our students and parents agree to and understand our Internet Usage Agreements and congruent policies. Based on student, staff, and parent surveys, 80% of stakeholders experience that the school climate is positive and safe.

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

The efficacy of our systems is positive. Students are more closely monitored in the virtual environment.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences.

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

There were no changes made.

Annual Update

LCAP Year Reviewed: 2018-19

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

The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.

"Broad course of study" includes the following, as applicable:
Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)
Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i)

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual

18-19

1. 100% of students will take the required grade level course in the subject of English
2. 100% of students will take the required grade level units in Mathematics
3. 100% of students will take the required grade level units in Social Studies
4. 100% of students will take the required grade level units in Physical Education and Health.
5. 100% of students will take the required grade level units in Foreign Language.
6. 100% of students will take the required grade level units in Science.
7. 100% of students will take the required courses in Performing Arts.
8. 100% of students will have the option to take a course or courses in Career & Technical Education.
9. 100% of students will have the option to take courses in the Applied Arts.
10. 100% of students will have an individual learning plan.
11. 100% of students will have an advisor or academic counselor to support and monitor each student academic progress and needs.
12. 100% of students will participate in a project related to Global Awareness
13. 100% of students will participate in a project involving one or more technology components
14. 100% of SLA students will display mastery of Technology standards and achieve at least 75% proficiency on a technology literacy assessment.
15. 100% of all teachers will address Technology standards in their teaching.

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1. This goal was met. Based on our evaluation for priority 7, goal 1, 100% of our students are taking the required grade level course in the subject of English.
2. This goal has been met. Based on our evaluation for priority 7, goal 2, 100% of our students are taking the required grade level units in Mathematics.
3. This goal was met. Based on our evaluation for priority 7, goal 3, 100% of our students are taking the required grade level units in Social Studies.
4. This goal was met. Based on our evaluation for priority 7, goal 4, 100% of our students are taking the required grade level units in Physical Education & Health.
5. This goal was met. Based on our evaluation for priority 7, goal 5, 100% of our students are taking the required grade level units in Foreign Language.
6. This goal was met. Based on our evaluation for priority 7, goal 6, 100% of our students are taking the required grade level units in Science.
7. This goal was met. Based on our evaluation for priority 7, goal 7, 100% of our students are taking the required grade level units in Performing Arts.
8. This goal was met. Based on our evaluation on state priority 7, goal 8 we found that 100% of students will have the option to take a course or courses in Career & Technical Education.
9. This goal was met. Based on our evaluation for state priority 7, goal 9 we found that 100% of students will have the option to take courses in the Applied Arts.
10. This goal was met. Based on our evaluation for priority 7, goal 10, 100 % of our students do have an individual learning plan.
11. This goal was met. Based on our evaluation for priority 7, goal 11, all of our students do have an advisor or academic counselor to support and monitor their academic progress and needs.
12. This goal has not been met. Based on our evaluation for priority 7, goal 13, we found that not all of our students participate in a project related to Global Awareness.
13. This goal has been met. Based on our evaluation for priority 7, goal 14, we found that 100% of students will participate in a project involving one or more technology components.
14. This goal has been met. Based on our evaluation of priority 7, goal 15 we found that our SLA students will display mastery of Technology standards and achieve at least 75% proficiency on a technology literacy assessment.
15. This goal has been met. Based on our evaluation for priority 7, goal 16, we found that our teachers do address Technology standards in their 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 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1. SLA will offer a broad range of courses to provide a rich and authentic learning experiences for all students. 2. All SLA students will engage in activities and projects that are related to the school mission. 3. SLA will provide support, supplemental learning materials, and supplement courses for English Learners to increase competency and fluency in English. 4. SLA students will master 21st Century technology skills.	1. SLA will provide academic counseling for all students to ensures that all students have knowledge the range of programs and courses offered. 2. SLA will provided Individual Learning Plans to ensure that all course requirements for each student have been met. 3. Teachers will implement lessons, activities and project that relate to the school missions. 4. Teachers will implement lessons, activities and project that relate to Global Awareness. 5. Teachers will implement lessons, activities, and project that relate Character Development, Citizenship and Leadership. 6. Teachers will implement lessons, activities and projects that relate to Multicultural Awareness. 7. Teachers will implement lessons, activities and project that involve the topic of college preparedness and A-G requirements. 8. Implementation of a school wide Technology plan will insure that all students develop 21st Century technology skills.	30,000.00 4000-4999: Books And Supplies	4000-4999: Books And Supplies

9. Technology standards will be integrated into the core academic curriculum.
10. All students will be assigned e-mail accounts, which they may access before and after school durning lunch and at other scheduled times throughout the instructional day.
11. All teachers will embed technology use within the curriculum.
12. A supplementary Technology curriculum will be made available to students through Technology electives.
13. Staff will be provided with professional development and other support in how Technology standards can be addressed in core Academic classes.

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.

For the 2018-2019 school year, all students had access to a broad course of study. Students and teachers were fully immersed in the usage of the various learning management systems. Technology standards and efficacy were embedded into every course. SLA implemented a streamlined approach to training students, parents and other stakeholders on the technology usage. Implementation of a school- wide Technology plan ensured that all students develop 21st Century technology skills. To ensure that all students have access to their academic programs and academic guidance, all SLA students have access to an academic counselor.

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

SLA finds that it is highly effective in providing a broad course of study but seeks to increase student engagement and participation in service learning and global awareness project.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences.

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

There were no changes made.

Annual Update

LCAP Year Reviewed: **2018-19**

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 8

Pupil outcomes, if available, in the subject areas described above in #7, as applicable.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
18-19 1. 70% of all students, including key subgroups, will perform at 60% proficiency or above on quarterly benchmarks and semester final exams in the subject of English 2. 70% of all students, including all key subgroups, will perform at 60% proficiency or above on quarterly benchmarks and semester final exams in the subject of Math. 3. 70% of all students, including all key subgroups, will perform at 60% proficiency or above on quarterly benchmarks and semester final exams in the subject of Science. 4. 70% of all students, including all key subgroups, will perform at 60% proficiency or above on quarterly benchmarks and semester final exams in the subject of Social Studies.	1.This goal was not met. 28% of all students tested met proficiency on quarterly benchmarks. 58 out of 65 students took quarterly benchmark. 2. This goal was met. 60% of all students tested met or exceeded standard proficiency on quarter benchmarks. 58 out of 65 students took quarterly benchmark. 3.This goal was not met. 43% of all students tested met or exceeded standard proficiency on quarter benchmarks. 58 out of 65 students took quarterly benchmark. 4. This goal was not met. 31% of all students tested met or exceeded standard proficiency on quarter benchmarks. 58 out of 65 students took quarterly benchmark.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1. The majority of SLA students, including all key subgroups, will achieve mastery of English Language Arts content. 2. All students, including all key subgroups, will achieve mastery of Math standards. 3. All students, including all key subgroups, will achieve mastery of science standards. All students, including all key subgroups, will achieve mastery of social studies standards.	1. Provide frequent formative and summative assessments in all core subjects. 2. Analyze data regularly. 3. Keep parents informed of their child level of performance following each assessment. 4. Implement the RTI approach and provide interventions for students achieving below expected outcomes for all subjects. 5. Provide redos and retakes and continue interventions until each student has displayed mastery of academic content in all subjects.	50,000.00 1000-1999: Certificated Personnel Salaries 4000-4999: Books And Supplies	1000-1999: Certificated Personnel Salaries 4000-4999: Books And Supplies

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.

SLA teachers provided frequent formative and summative assessments
in all core subjects. The regular analysis of student performance data was part of teacher trainings and articulation meetings. Parents were kept informed of their child's level of performance following each assessment and diagnostic.
In order to help students achieve mastery of content, reteaching along with redos and retakes was part of the invention process in all core academic classes.

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

Despite student supports and intervention measures, SLA students continue to struggle on state standardized testing and benchmark tests. SLA seeks to improve in this area by increasing teacher trainings and seeking resources that will help students increase test results on standardized assessments

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences.

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

There were no changes made.

Stakeholder Engagement

LCAP Year: **2019-20**

Involvement Process for LCAP and Annual Update

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

The LCAP team consist of key members from all departments. LCAP team reviews the LCAP goals quarterly and reports to Executive Leadership findings that impact meeting goals. The Executive Leadership team uses that information to drive results for the respective operations and instructional teams.

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?
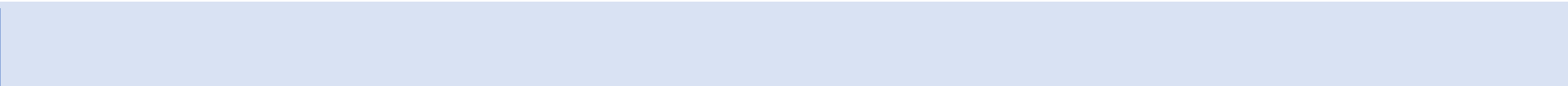
These consultations have helped SLA East to focus on 4 Growth Areas as indicated in our Three Year Plan:
Growth Area 1 Equity and Access: SLA will continue to meet the basic conditions of learning with proper access to credentialed teachers and standards aligned materials. We project by year three of this planning cycle, will will need a full time EL coordinator to increase our student services as this population grows. Basic conditions of learning: standards aligned and properly aligned teachers

Growth Area 2 Increased Parental Involvement: SLA will continue to allocate appropriate resources to continue to meet our goals. Each year we intended to increase parent engagement in parent teacher conferences. There is an identified need to increase active engagement with our Parent Action Committee. By year three, we expect that we will need to hire a full time Parent Engagement Coordinator.

Growth Area 3 Pupil Achievement and Learner Outcomes: SLA has set our growth targets for state wide assessments at 5% yearly growth until targets are met with the intention of then increasing targets. Subsequently internal benchmarking and diagnostic exams will be implemented successfully to met LCAP goals and internal learning targets. Additionally, by year three we expect incremental growth in ELPAC band growth or reclassification. We anticipate having to allocate additional resources for human capital and instructional resources and expanding our intervention program.

Growth Area 4 Engagement and Course Access: We intend to maintain our graduation rate, but increase our A-G graduation rate by 5% each year. To support our HS learning by year three we intend to offer at least one full CTE track for learners on a career path and to have at least 30% our our learners take at least one AP course.

Goals, Actions, & Services

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

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

New Goal

Goal 1

The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)

Local Priorities:

Identified Need:

Expected Annual Measurable Outcomes

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

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

All

OR

[Add Students to be Served selection here]   [Add Scope of Services selection here]   [Add Location(s) selection here]

Actions/Services

	New Action	
	1. Provide high quality instruction and materials for every student. 2. Every teacher will be adequately trained and prepared for the subject matter they will teach. 3. School facilities will be safe, be maintained in good repair, and promote a healthy learning environment.	

Budgeted Expenditures

Amount		100,00.00	
Source		LCFF	
Budget Reference		1000-1999: Certificated Personnel Salaries	

Goals, Actions, & Services

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

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

New Goal

Goal 2

Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)

Local Priorities:

Identified Need:

Expected Annual Measurable Outcomes

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

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

All	

OR

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

	New Action	
	1. Every teacher will provide instruction that is aligned with the Common Core State Standards (CCSS) 2. Every student will be enabled to gain academic content knowledge aligned with the CCSS. 3. EL students will be enabled to gain academic content knowledge. 4. EL students will be enabled to gain English Language proficiency.	

Budgeted Expenditures

Amount		80,000.00	
Source		LCFF	

Goals, Actions, & Services

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

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

New Goal

Goal 3

Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

Identified Need:

Expected Annual Measurable Outcomes

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

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

All	

OR

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

| | 1. Parents will be involved in their child's learning.
2. Parents will be involved in decisions regarding school matters.
3. SLA parents will feel welcome on the SLA campus. | |

Budgeted Expenditures

Amount		10,000.00	
Source		LCFF	

Goals, Actions, & Services

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

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

New Goal

Goal 4

Pupil achievement, as measured by all of the following, as applicable:

A.   Statewide assessments (CAASPP)
B.   The Academic Performance Index (API)
C.   Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education
D.   Percentage of ELs who make progress toward English language proficiency as measured by the CELDT
E.   EL reclassification rate
F.   Percentage of pupils who have passed an AP exam with a score of 3 or higher
G.   Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

Identified Need:

Expected Annual Measurable Outcomes

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

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

All		All

OR

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

	New Action	
	1. All students will experience significant academic growth. 2. All students regardless of their racial, ethnic, gender, socio-economic or other group, will have equal opportunities to experience academic growth. 3. All EL students will make significant progress in developing their English Language proficiency. 4. EL students will make consistent progress toward reclassification. 5. AP and Honors students will achieve the level of proficiency required to pass the AP exam. 6. All students will take the required A-G courses. 7. All students will achieve a level of proficiency on CAASPP.	

Budgeted Expenditures

Amount		20,000.00	
Source		LCFF	

Goals, Actions, & Services

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

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

New Goal

Goal 5

Pupil engagement, as measured by all of the following, as applicable:
School attendance rates
Chronic Absenteeism rates
Middle school dropout rates (EC §52052.1(a)(3))
High school dropout rates
High school graduation rates

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)

Local Priorities:

Identified Need:

Expected Annual Measurable Outcomes

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

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

OR

Actions/Services

	New Action	
	1. SLA students will maintain good attendance. 2. SLA will establish an early alert system for identifying and rectifying potential chronic absenteeism. 3. All students who enter SLA will complete the program, except for those who relocate or transfer to another school.	

Budgeted Expenditures

Amount		10,000	
Source		LCFF	

Goals, Actions, & Services

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

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

New Goal

Goal 6

School climate, as measures by all of the following, as applicable:
Pupil suspension rates
Pupil expulsion rates
Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 6: School Climate (Engagement)

Local Priorities:

Identified Need:

Expected Annual Measurable Outcomes

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

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

All	

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

| [Add Students to be Served selection here] | [Add Scope of Services selection here] | [Add Location(s) selection here] |

Actions/Services

	New Action	
	1. SLA will maintain a safe and cooperative learning environment. 2. SLA will implement effective discipline and discipline prevention practices to promote student engagement and school citizenship. 3. SLA will maintain a productive and positive school culture and climate.	

Budgeted Expenditures

Amount		10,000	
Source		LCFF	

Goals, Actions, & Services

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

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

New Goal

Goal 7

The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.

"Broad course of study" includes the following, as applicable:
Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)
Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i)

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 7: Course Access (Conditions of Learning)
Local Priorities:

Identified Need:

Expected Annual Measurable Outcomes

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

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

OR

Actions/Services

	New Action	
	1. SLA will offer a broad range of courses to provide a rich and authentic learning experiences for all students. 2. All SLA students will engage in activities and projects that are related to the school mission. 3. SLA will provide support, supplemental learning materials, and supplement courses for English Learners to increase competency and fluency in English. 4. SLA students will master 21st Century technology skills.	

Budgeted Expenditures

Amount		30,000	
Source		LCFF	

Goals, Actions, & Services

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

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

New Goal

Goal 8

Pupil outcomes, if available, in the subject areas described above in #7, as applicable.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

Expected Annual Measurable Outcomes

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

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

All	

OR

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

	New Action	
	1. The majority of SLA students, including all key subgroups, will achieve mastery of English Language Arts content. 2. All students, including all key subgroups, will achieve mastery of Math standards. 3. All students, including all key subgroups, will achieve mastery of science standards. All students, including all key subgroups, will achieve mastery of social studies standards.	

Budgeted Expenditures

Amount		50,000	
Source		LCFF	

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$1,274,730	16%

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).

The percentage by which services to or achievement of unduplicated pupils must increase is estimated at 16% over the LCAP year. The LCAP plan developed by SLA East recognizes the needs of these at risk students. Increased direct services may include but are not limited to supplemental instructional materials, support staff, technology, contracted services, parent engagement activities and support services, professional development, increased counseling, increased/extended learning opportunities (e.g. summer bridge, grade level transition programs, credit recovery) and academic enrichment activities, as well as support for AP programs. In addition, the LEA has allocated additional funding to provide professional development for teachers geared to increase student achievement.

LCAP Year: **2018-19**

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).

LCAP Year: **2017-18**

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).

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

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

Plan Summary

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

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

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the California School Dashboard 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 California School Dashboard means the California School Dashboard adopted by the State Board of Education under EC Section 52064.5.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

- **Support for Identified Schools:** Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

> Using actual annual measurable outcome data, including data from the California School Dashboard, 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 California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. EC identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. EC requires charter schools to consult with teachers, principals, administrators, other school personnel, parents,

and pupils in developing the LCAP. In addition, EC Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. (Link to State Priorities)

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."

- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".

- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

- Enter "New Action" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.

- Enter "Modified Action" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.

- Enter "Unchanged Action" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.

    o If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter "Unchanged Action" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

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

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

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

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

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

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:
  A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
  B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
  C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:
  A. The implementation of state board adopted academic content and performance standards for all students, which are:
      a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
      b. Mathematics – CCSS for Mathematics
      c. English Language Development (ELD)
      d. Career Technical Education
      e. Health Education Content Standards
      f. History-Social Science
      g. Model School Library Standards
      h. Physical Education Model Content Standards
      i. Next Generation Science Standards
      j. Visual and Performing Arts
      k. World Language; and
  B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:
  A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
  B. How the school district will promote parental participation in programs for unduplicated pupils; and
  C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:
  A. Statewide assessments;
  B. The Academic Performance Index;
  C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
  D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
  E. The English learner reclassification rate;
  F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
  G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:
  A. School attendance rates;
  B. Chronic absenteeism rates;
  C. Middle school dropout rates;
  D. High school dropout rates; and
  E. High school graduation rates;

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

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

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

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

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

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

(1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:
(A) enrolled less than 31 days
(B) enrolled at least 31 days but did not attend at least one day
(C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
(i) are enrolled in a Non-Public School
(ii) receive instruction through a home or hospital instructional setting
(iii) are attending a community college full-time.

(2) The number of students who meet the enrollment requirements.
(3) Divide (1) by (2).

(b) "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).

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

(1) For a 4-Year Cohort Graduation Rate:
(A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
(B) The total number of students in the cohort.
(C) Divide (1) by (2).

(2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:
(A) The number of students who either graduated as grade 11 students or who earned any of the following:
(i) a regular high school diploma
(ii) a High School Equivalency Certificate
(iii) an adult education diploma
(iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
(B) The number of students in the DASS graduation cohort.
(C) Divide (1) by (2).

(d) "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).

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

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

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

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

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

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

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

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

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

Guiding Questions: Stakeholder Engagement

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

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

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

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

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

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

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

Guiding Questions: Goals, Actions, and Services

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

Prepared by the California Department of Education, January 2019

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	0.00	0.00	0.00	220,000.00	0.00	220,000.00
LCFF	0.00	0.00	0.00	220,000.00	0.00	220,000.00

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

Total Expenditures by Object Type						
Object Type	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	0.00	0.00	0.00	220,000.00	0.00	220,000.00
	0.00	0.00	0.00	210,000.00	0.00	210,000.00
1000-1999: Certificated Personnel Salaries	0.00	0.00	0.00	10,000.00	0.00	10,000.00

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

Total Expenditures by Object Type and Funding Source							
Object Type	**Funding Source**	**2018-19 Annual Update Budgeted**	**2018-19 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
All Expenditure Types	All Funding Sources	0.00	0.00	0.00	220,000.00	0.00	220,000.00
	LCFF	0.00	0.00	0.00	210,000.00	0.00	210,000.00
1000-1999: Certificated Personnel Salaries	LCFF	0.00	0.00	0.00	10,000.00	0.00	10,000.00

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

			Total Expenditures by Goal			
Goal	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	0.00	0.00	0.00	10,000.00	0.00	10,000.00
Goal 2	0.00	0.00	0.00	80,000.00	0.00	80,000.00
Goal 3	0.00	0.00	0.00	10,000.00	0.00	10,000.00
Goal 4	0.00	0.00	0.00	20,000.00	0.00	20,000.00
Goal 5	0.00	0.00	0.00	10,000.00	0.00	10,000.00
Goal 6	0.00	0.00	0.00	10,000.00	0.00	10,000.00
Goal 7	0.00	0.00	0.00	30,000.00	0.00	30,000.00
Goal 8	0.00	0.00	0.00	50,000.00	0.00	50,000.00

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

Expenditures Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	**2018-19 Annual Update Budgeted**	**2018-19 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**
All Funding Sources					

	Expenditures NOT Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	**2018-19 Annual Update Budgeted**	**2018-19 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**
All Funding Sources					