

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Creative Connections Arts Academy

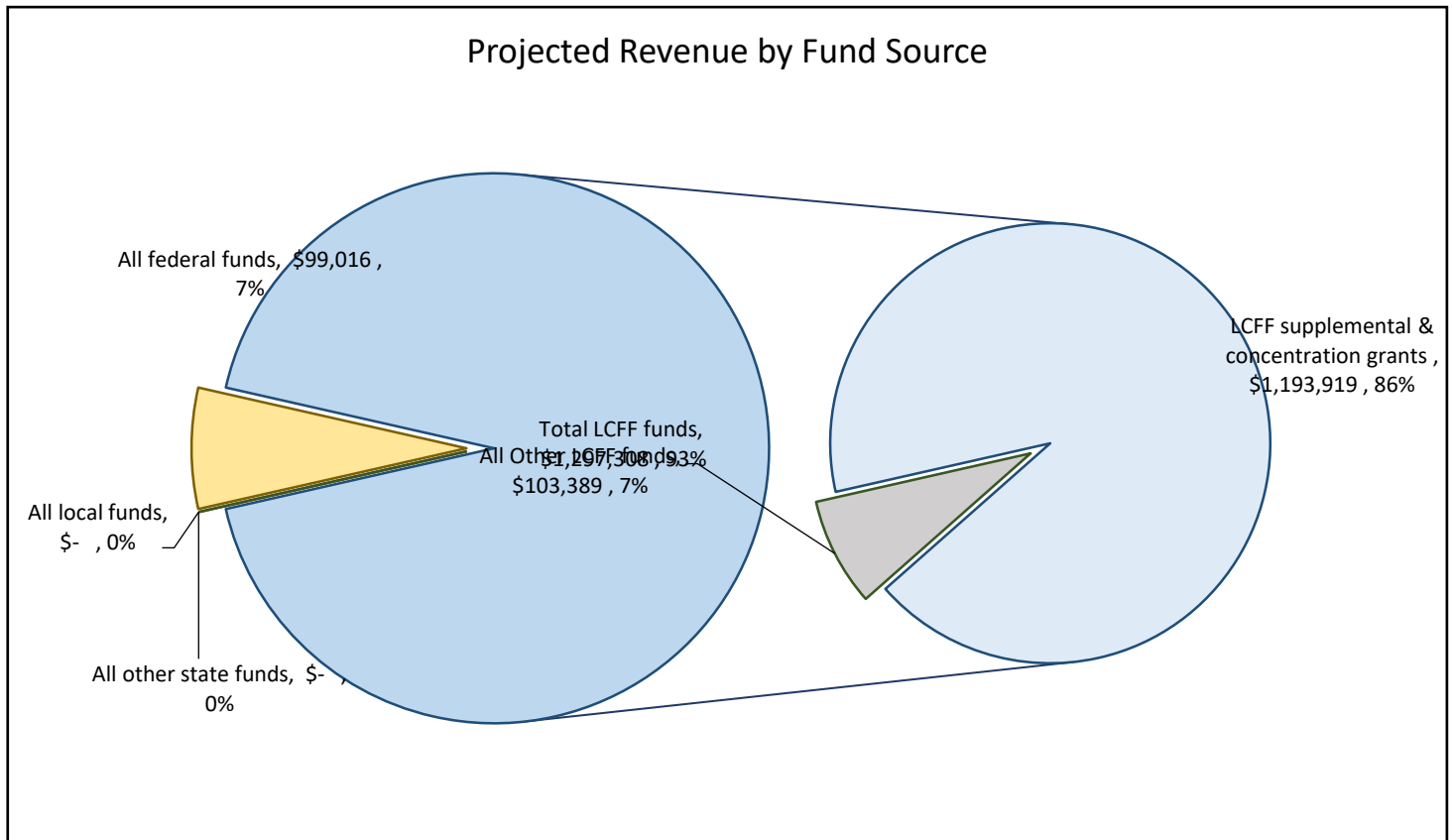
CDS Code: 34 76505 0108795

Local Control and Accountability Plan (LCAP) Year: 19-20

LEA contact information: 916-566-1870

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 19-20 LCAP Year

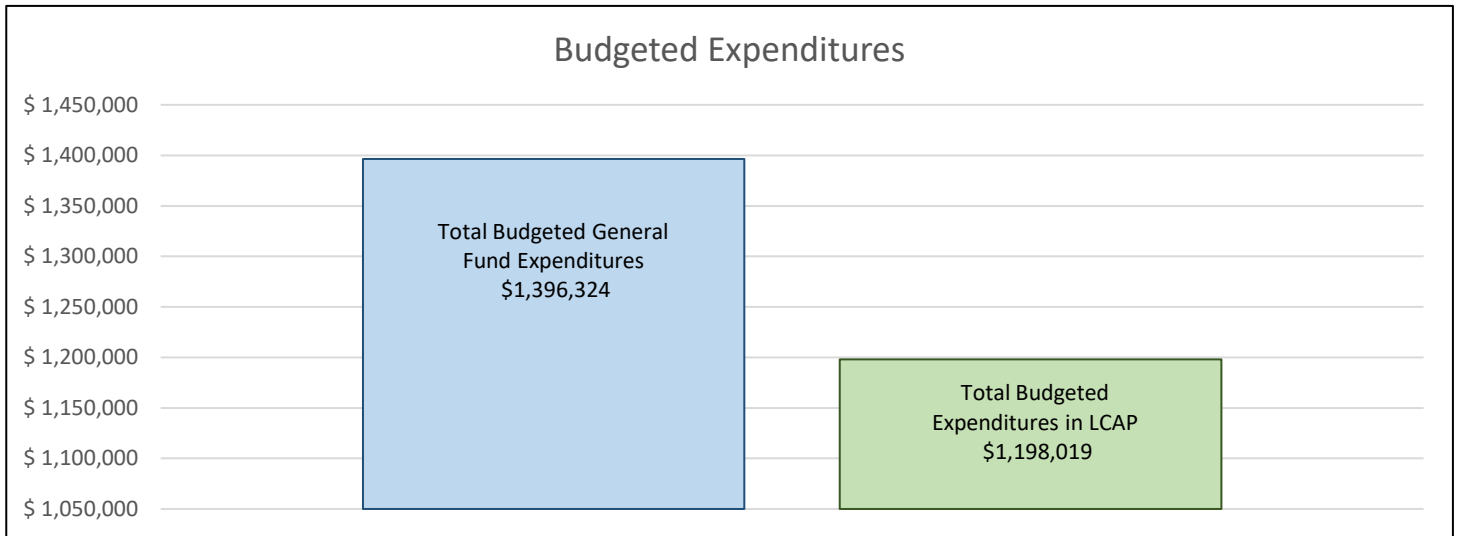


This chart shows the total general purpose revenue Creative Connections Arts Academy expects to receive in the coming year from all sources.

The total revenue projected for Creative Connections Arts Academy is \$1,396,324.00, of which \$1,297,308.00 is Local Control Funding Formula (LCFF), \$0.00 is other state funds, \$0.00 is local funds, and \$99,016.00 is federal funds. Of the \$1,297,308.00 in LCFF Funds, \$1,193,919.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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.

LCFF Budget Overview for Parents



This chart provides a quick summary of how much Creative Connections Arts Academy plans to spend for 19-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Creative Connections Arts Academy plans to spend \$1,396,324.00 for the 19-20 school year. Of that amount, \$1,198,019.00 is tied to actions/services in the LCAP and \$198,305.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

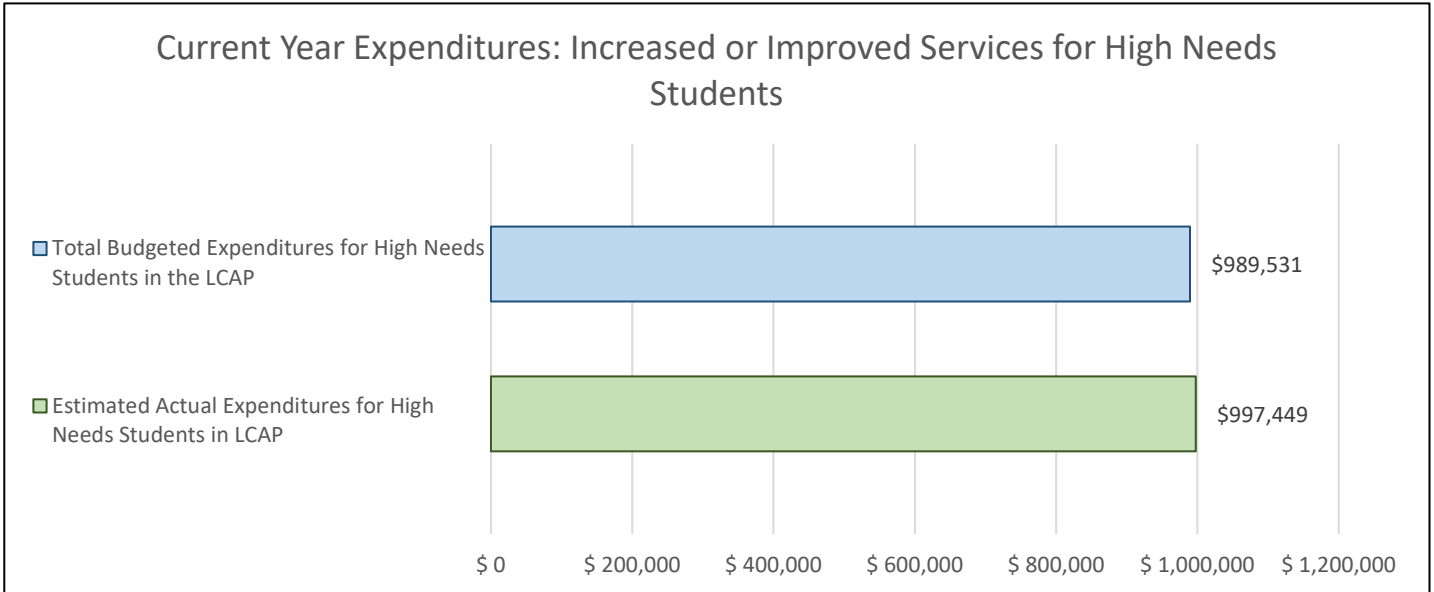
The budgets of the dependent charters of Twin Rivers Unified School District (TRUSD) are within the TRUSD General Fund budget. Base costs (teachers, office staff, paraeducators, special education, utilities, business overhead, etc.) for the dependent charters are not always separately identified. The base costs are included in TRUSD's LCAP. Title 1 and most of the site based allocation are not included in CCAA's LCAP.

Increased or Improved Services for High Needs Students in 19-20

In 19-20, Creative Connections Arts Academy is projecting it will receive \$1,193,919.00 based on the enrollment of foster youth, English learner, and low-income students. Creative Connections Arts Academy 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, Creative Connections Arts Academy plans to spend \$1,194,919.00 on actions to meet this requirement.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 18-19



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

In 18-19, Creative Connections Arts Academy's LCAP budgeted \$989,531.00 for planned actions to increase or improve services for high needs students. Creative Connections Arts Academy estimates that it will actually spend \$997,449.00 for actions to increase or improve services for high needs students in 18-19.

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

[California School Dashboard](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
Creative Connections Arts Academy	Edward Delgado – CCAA Principal	edward.delgado@twinriversusd.org 916-566-1870, ext. 20400

2017-20 Plan Summary

The Story

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

Creative Connections Arts Academy (CCAA) is a dependent, K-12 charter school of the Twin Rivers Unified School District. Staff, parents, and community are committed to working in partnership to provide an alternative to the traditional school experience.

Since opening the K-8 program in 2005, our goal continues to offer an instructional program infused with the arts and high academic standards in a safe environment. In 2010, the growth of our program expanded to include a high school curricular program, which is located on a second site.

In the tenth year since its inception, Creative Connections Arts Academy operates on a 3+2+1 formula that works for our students and families. We provide curriculum for three levels (elementary, middle school and high school), on two sites, which works out to be one awesome K-12 integrated arts program. The CCAA student population includes those who are enthusiastic about the arts and are willing to look at things creatively. While this remains a common purpose for applying to our school, applications and family meetings indicate that a greater number of students have interest in CCAA as a result of not experiencing success in previous settings. Additionally, the number of Special Education students has increased by 1.89% to 12.97% school wide. Consequently, increased Special Education and Counseling staffing were required as a means to service the shift in population.

Our school serves students from Sacramento County and surrounding communities with families who commute from inside and outside the TRUSD attendance area. In the fall of 2018, our enrollment was approximately 716 students in grades K-12 with 337 at our 7-12 campus and 379 at our elementary campus. The school's program includes Common Core Standards based general education that fosters arts integration and visual and performing arts opportunities as evidenced by several constructivist approaches and performances.

CCAA's K-6 program offers exploratory class opportunities for sequential arts based instruction while the high school continues to develop arts integration across grade levels. CCAA strives to provide a safe community that nurtures the whole child with strong parental involvement K-12. The school provides a unique setting where parents are intimately involved in the learning.

Many recent changes have taken place at CCAA that include: the establishment of an executive charter board, consensus based shared decision making, practice of transparency regarding budget, reestablishment of policies and practices, systems of open communication, development and implementation of Positive Behavior Interventions and Supports (PBIS), and an overall emphasis on collaboration among all key stakeholders (students, staff, district resources). All of these actions have had a positive impact on climate and culture, which has led to a greater emphasis on student centered priorities.

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

Creative Connections Arts Academy identified the following three goals for focus within the next three years by working collaboratively with stakeholders.

Goal 1-Academic Achievement

Goal 2-Arts Integration

Goal 3-Schoolwide Effectiveness

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

According to the state dashboard, CCAA students overall demonstrated an increase of 10.8 points in ELA and 15.9 points in Math.

Sub groups that produced increases greater than schoolwide ELA include African American +26, English Learners +11, Socioeconomically Disadvantaged +16, and Students with Disabilities +19.

Sub groups that produced increases greater than schoolwide Math include African American +27.5, English Learners +17.4, Hispanic +17.1, Socioeconomically Disadvantaged +21.7, and Students with Disabilities +18.3

CCAA's graduation rate is 96.3% an increase of 7.4%. College and Career Readiness increased by 11.1%. Student scores on SAT demonstrate that our students outperform the state by 2% and TRUSD by 13%. Eleventh and Ninth grade PSAT scores showed a 6% and 9% increase in proficiency in both math and ELA respectively.

CCAA continues to see an increase in students in 10th and 12th grades who are on track for completing A-G requirements. In 2017-18, CCAA added Honors classes, and in 18-19, the opportunity for dual enrollment with American River College was added as a means to better support college readiness.

CCAA has established a more focused, common vision by an inventory of programs; consensus based shared decision making, practice of budget transparency, re-establishment of policies and practices, open communication, and an overall emphasis on collaboration among all key stakeholder groups.

With momentum from academic achievements and positive changes to climate and culture, CCAA can now begin to more systemically address program needs through improved K-12 articulation, matching funding with needs, and increased capacity for stakeholder buy-in.

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

Performance Gaps among particular subgroups continue to be an area of focus at CCAA. K-12 programming has realized an improvement in alignment and articulation however, continued analysis of programming remains necessary. Chronic Absenteeism in the 2018-19 school year remained flat however; it is still an area of concern.

With the increase in student population, implementation and monitoring of programs, the need for increased attention to social emotional supports (counseling and additional administration) has become evident and CCAA is working to increase services in these areas.

Considering performance gaps, social emotional welfare, and overall student engagement, the continued implementation of PBIS/CHAMPS is an area of need.

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

In English Language Arts and Math, the deviation from standard in subgroups (English Learners, Students with Disabilities, African American, Hispanic, and Socioeconomically Disadvantaged) is greater than the results for All Students. However, the rate of growth in these subgroups is higher than “All Students” which offsets the outcome so that only Students with Disabilities performance in ELA substantiates a two level difference.

To address the gap, CCAA LCAP includes the following actions and services:

Complete and implement a Performance Indicator Review

Professional development to implement the ELD Curriculum combined with small group instruction to improve EL students' performance.

Professional Development in Arts Integration.
Professional Learning Teams/Communities.

Additional support for student groups who are two or more levels below all students. Will include the use of strategic support during and after school interventions.

Instructional Coaching in Math K-8 and 11 (SWUN & CPM).

Identify materials and provide training in using Tier 2 and 3 interventions to meet students' needs.

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.

NA

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.

NA

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.

NA

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

Academic Performance

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 4, 7

Local Priorities: A, C, D

Annual Measurable Outcomes

Expected	Actual
CAASPP Math 40% Meets and Exceeds	CAASPP Math 38% Meets and Exceeds
CAASPP ELA 50% Meets and Exceeds	CAASPP ELA 52% Meets and Exceeds

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
1.1 CCSS & NGSS Implementation: English Language Arts (ELA)/English Language Development (ELD), NGSS, History Social Science,	1.1 CCSS & NGSS Implementation: English Language Arts (ELA)/English Language Development (ELD), NGSS, History Social Science,	\$120,644 S/C	\$120,841 S/C

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
World Language, Visual and Performing Arts, Math, Career Technical Education and Physical Education, Materials and Supplies. CPM/SWUN coaching.	World Language, Visual and Performing Arts, Math, Career Technical Education and Physical Education, Materials and Supplies. CPM/SWUN coaching.		

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.2 Academic Intervention And Support: Class Size Reduction (K2), Kinder Paraeducator, Tier 2 Interventions (after school tutoring, AP tutoring, GATE), Supporting Technology (online courses, credit recovery and tutoring programs), Materials and Supplies, 504 Accommodations, Special Education, SST Meetings.	1.2 Academic Intervention And Support: Class Size Reduction (K2), Kinder Paraeducator, Tier 2 Interventions (after school tutoring, AP tutoring, GATE), Supporting Technology (online courses, credit recovery and tutoring programs), Materials and Supplies, 504 Accommodations, Special Education, SST Meetings.	\$367,753 S/C \$4,200 GATE	\$222,827 S/C \$6,930 GATE

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.3 College And Career Readiness: Field trips, Graduation and A-G Courses, Counseling Services, Field Study Day, Career Day, Student Planners, Career Technical Education Pathways, Career Technical Organizations (CTSO), AP	1.3 College And Career Readiness: Field trips, Graduation and A-G Courses, Counseling Services, Field Study Day, Career Day, Student Planners, Career Technical Education Pathways, Career Technical	\$41,440 S/C	\$11,110 S/C

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Courses and Assessment, College Transition, Materials and Supplies.	Organizations (CTSO), AP Courses and Assessment, College Transition, Materials and Supplies.		

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.4 Professional Development: Professional Learning Teams (PLT's), SWUN/CPM, AP, NGSS, Collaboration Time, Content Conferences, Curriculum and Materials Implementation, ELD, Special Education, AVID.	1.4 Professional Development: Professional Learning Teams (PLT's), SWUN/CPM, AP, NGSS, Collaboration Time, Content Conferences, Curriculum and Materials Implementation, ELD, Special Education, AVID.	\$10,333 S/C \$2,730 GATE	\$10,161 S/C \$0 GATE

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.5 WASC: PLT's, Teacher Recruitment, Early Out Wednesdays, WASC Committees, WASC Training.	1.5 WASC: PLT's, Teacher Recruitment, Early Out Wednesdays, WASC Committees, WASC Training.	\$0 This action is budgeted in 3.4 using S/B funding	\$0 This action is budgeted in 3.4 using S/B funding

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.

- 1.1 CCSS & NGSS Implementation: SWUN Math in K-8 and CPM Math 9-12 were areas of intense focus. All other content area instruction was provided (History/Social Science, World Language, Science, Health, PE, and Technical Subjects), while SWUN/CPM Coaches facilitated the implementation of those particular programs.
- 1.2 Academic Support and Intervention: After school tutoring in math was provided at both campuses. During the K-6 school day, intervention was added as a Tier 2 support. Technology Programming (i.e. Imagine Learning, Edgenuity, Moby Max, News ELA, and Reflex Math) were provided to students during the school day. Small group differentiated instruction (reading/math groups) was an additional format of instructional support and intervention provided during the school day. Counseling services (academic advising, social/emotional, individual and group formats) were provided by our Counselors (2 FTE) at both campuses.
- 1.3 College and Career Readiness: Field trips to college campuses were provided to our 9-12 students, Graduation and A-G Courses were scheduled and student progress toward credit accumulation was monitored. The school calendar established three Field Study Days where students had the opportunity to plan and report on independent learning experiences in the greater community. Student Planners were provided to all students and incorporated into daily content learning as well as organizational/study skill development. The Career Technical Education Pathway in Digital Media was further developed; a career choices course was offered to build student interest. Honors ELA 9 and 10 courses continue to be offered in order to develop an advanced course pathway including AP ELA Composition, and concurrent enrollment in ELA, Sociology and Psychology. AP Biology and AP Environmental Science are offered on a rotating basis. All AP students are expected to take the AP exam with the site funding assessment costs. College Transition support was provided by our secondary Counselor by way of SAT testing, college application/FAFSA assistance. College transition for our Senior Special Education students is supported by our Resource Teachers. CCAA hosted a career day where all 7-12 students received information on breadth of careers from experts in their field.
- 1.4 Professional Development: Teachers met in PLT's and participated in the PLC process twice each month during Early Release time. Teachers attended subject matter conferences (i.e. VAPA Framework, AP, and CPM), participated in Professional Development (newly adopted materials in Math), and worked with SWUN, CPM, and EL Coaches. Teachers also attended District provided Professional Development. Counselor, GLS and Principal attended conferences on a variety of counseling services topics.
- 1.5 WASC: Periodically throughout the year, our Secondary staff met to complete the self-evaluation process and provide input to the Mid-Term report. Teachers and Vice Principal also served on Visiting Committees for other schools. CCAA is accredited through 2021.

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

ELA

CAASPP 2017-18: Results indicate an overall proficiency of 52% which was a 4% increase from the 16-17.

F&P reading scores for K-6 students remained flat for the fall assessment period from 17-18.

Grades 7-12 Benchmarks for 18-19: Proficiency for Q1 48%, Q2 52% and Q3 44.63% resulting in a decrease for Q1 and increases for Q2 and Q3 from the year previous.

Grades 1-6 Benchmarks for 18-19: Proficiency for the first two trimesters also remained flat from the 17-18 school year.

Math

CAASPP 2017-18: Results indicate an overall proficiency of 38%, which is a 2% increase over the year prior.

Grades 9-12 Benchmarks: Results for Q1 38%, Q2 30% and Q3 33% proficiency, which is a decrease from 17-18.

Grades 1-6 SWUN Benchmarks: Results for trimester 1 was 60% and trimester 2 was 63%. Both were increases from 17-18

Grades 7-8 SWUN Benchmarks: Results for Q1 38% and Q2 43%. Both were increases from 17-18

Common Core Implementation: Honors ELA 9 and 10 have proven effective in maintaining the number of students enrolled in courses that are more rigorous. Additionally, the site funds an FTE Spanish Teacher in order to offer all graduation and AG requirement courses.

Academic Support and Intervention: Counseling services for Elementary were provided on a halftime basis and proved effective in servicing the Social/Emotional needs of students through group sessions, classroom presentations on skills, emotional states, and collaboration with staff and families. The Counseling caseload reached 45 students by the end of the year, has positively affected the number of referrals, and overall school climate. At the secondary level, a .6 of counseling assignment is site funded, as student need requires.

Professional Development: SWUN Math coaching model for teachers in grades K-8 was especially effective as SWUN scores were 62.92% at Trimester 2 an increase of 10.21% over the year prior.

CPM and SWUN coaching continues to be contracted for the 2019-20 year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

1.1 Three sections of Spanish are funded through general fund

1.2 Class size was not as small as originally projected and thus less costs.

1.3 Funds originally planned for college field trips were funded by College Readiness grant. CTE sections were moved to this goal.

1.4 Funds originally allocated for AP professional development were used to increase allocation in Action 1.2 GATE materials.

*Stakeholder groups reviewed budget expenditures for planned services and approved shifts between funding sources at several interim periods.

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.

1.2 Added K-6 Intervention tutoring during the day

1.3 Added concurrent

Goal 2

Arts Integration

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4, 5, 8

Local Priorities: Specify core Beliefs A, B, C, D

Annual Measurable Outcomes

Expected	Actual
Math 40% Meets and Exceeds	Math 38% Meets and Exceeds
ELA 50% Meets and Exceeds	ELA 52% Meets and Exceeds

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
2.1 K-12 Instruction in Arts: Arts TOSA's (Visual, Music), Dance, Artist in Residence, Drama/Theater, Digital Media, Band, Choir, Exploratory, Materials and Supplies.	2.1 K-12 Instruction in Arts: Arts TOSA's (Visual, Music), Dance, Artist in Residence, Drama/Theater, Digital Media, Band, Choir, Exploratory, Materials and Supplies.	\$145,968.00 S/C	\$187,049 S/C

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.2 Extended Learning: After school arts enrichment (Dance Company, Drama, Music), Field Study Day, Field Trips.	2.2 Extended Learning: After school arts enrichment (Dance Company, Drama, Music), Field Study Day, Field Trips.	\$11,767 S/C	\$7,232 S/C

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.3 Professional Development: Kennedy Center, District and other Arts related training	2.3 Professional Development: Kennedy Center, District and other Arts related training	\$10,033 S/C	\$8,025 S/C

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.4 WASC: Arts Integration (in all content areas), Early Out Wednesdays, WASC Visiting Committees, WASC Training.	2.4 WASC: Arts Integration (in all content areas), Early Out Wednesdays, WASC Visiting Committees, WASC Training.	\$0 This action is budgeted in 3.4 using S/B funding	\$0 This action is budgeted in 3.4 using S/B funding

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.

2.1 K-12 Arts Instruction: The integration of arts standards and core curriculum is provided K-12 by classroom teachers and articulation of overall arts instruction K-12 has been improved. Two VAPA TOSA's provided weekly instruction (Visual Art for grades K-2, and Music for grades K-6). Additional Music instruction was provided twice weekly during the K-6 Exploratory program. The Elementary Exploratory program provided instruction in a variety of other art forms (Drama, Puppetry, Dance, World Language, and Media Video Production). Weekly Dance instruction was provided for grades 1-6. In the Secondary program, instruction in the arts is provided through elective course offerings (i.e. Dance, Band, Choir, Piano, Drama, Visual Art).

2.2 Extended Learning: After school arts enrichment was provided in Drama and Dance (i.e. Drama, Dance Company). Students also participated in three Field Study Days where they planned for a learning experience in the greater Sacramento area (many reported on visits to Art Museums, and other art related experiences). Students created reports and presented their learning for these three days. Field trips to arts experiences (directly related to core curriculum) were provided (i.e. drama presentations, Link Up). In the 18-19 school year, a student created full feature movie was presented at the Crest Theater (Portals Through Time, Women in History).

2.3 Professional Development: Seven staff members (Certificated, Classified, and Admin) attended the Kennedy Center Arts Integration Conference. Other teachers participated in content specific arts conferences (i.e. Drama, Band) or were supported by Artist in Residence (Focus 5, Eye Am An Inspiration, Link Up, Dance). Five teachers (K-12) participated in training in the newly adopted arts standards framework. Secondary VAPA Teachers participated in District Professional Development.

2.4 WASC: Periodically throughout the year, our Secondary staff met to complete the self-evaluation process and provide input to the Mid-Term report. Teachers and Vice Principal also served on Visiting Committees for other schools. CCAA is accredited through 2021.

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

ELA

CAASPP 2017-18: Results indicate an overall proficiency of 52% which was a 4% increase from the 16-17.

F&P reading scores for K-6 students remained flat for the fall assessment period from 17-18.

Grades 7-12 Benchmarks: Proficiency for Q1 48%, Q2 52% and 44.63% resulting in a decrease for Q1 and increases for Q2 and Q3 from the year previous.

Grades 1-6 Benchmarks: Proficiency for the first two trimesters also remained flat from the 17-18 school year.

Math

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Grades 9-12 Benchmarks: Results for Q1 38%, Q2 30% and Q3 33% proficiency, which is a decrease from 17-18.

Grades 1-6

SWUN Benchmarks: Results for trimester 1 was 60% and trimester 2 was 63%. Both were increases from 17-18

Grades 7-8 SWUN Benchmarks: Results for Q1 38% and Q2 43%. Both were increases from 17-18

Arts Instruction: At the secondary level, CCAA recruited a Visual Art and Digital Media teacher, which has positively affected the instructional program. As well at the secondary level, choir and dance programs are in a rebuilding phase so that continued recruitment of student interest is a focus.

There remains an abundance of arts instruction at the elementary level (K-6 Dance, K-2 Visual Art, K-6 Music, and Exploratory). Feedback from outside arts instruction providers (Artists In Residence, Crocker Museum, Art TOSAs) indicates that CCAA students have a deep knowledge of arts standards. In order to maintain an agreed upon level of arts instruction, provide preparation time for K-6 teachers, and improve the articulation of arts instruction K-12, the site funds .4 Elementary Music, .2 Elementary Visual Art, .2 High School Drama, and 1.0 K-12 Dance Teachers. After school programs varied in student participation. Elementary Drama and Dance Company had the most participation while secondary programs experienced less consistent interest.

A year-end advising session with a Focus 5 consultant (who has for consecutive years supported arts integration at CCAA) led to the creation of Professional Development for K-12 staff and teachers that emphasized evaluating the Arts Integration program at CCAA with the intent of developing the program further.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

2.1 Added expenses for dance contractors, materials and supplies (pipe and drape, cart, etc.)

2.2 After school programming was not contracted and led to a decrease in this area.

2.3 Kennedy center conference location changed from Washington D.C. to Sacramento, which led to a decrease in this area.

*Stakeholder groups reviewed budget expenditures for planned services and approved shifts between funding sources at several interim periods.

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

2.3 Added SEVA and Student showcases

Goal 3

Schoolwide Effectiveness

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 3, 4, 5, 6, 8

Local Priorities: Specify core Beliefs A, C, D

Annual Measurable Outcomes

Expected

Actual

Attendance Maintain/Exceed: K-6 96.74% 7-12 96.35%
 Suspension: 2017-18 3.6%
 Parent volunteer hours: Maintain/Increase 6,076
 Enrollment: 658

Attendance Maintain/Exceed: K-6 96.45% 7-12 96.22%
 Suspension: 2018-19 2.86%
 Parent volunteer hours: Maintain/Increase 6,317
 Enrollment: 692

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
3.1 Family Engagement: Parent Volunteer Hours, Stakeholder Groups (ELAC, School Site Council, Charter Executive Board, Parent Teacher Organization), Translation Services, Latino Literacy Project, Love and	3.1 Family Engagement: Parent Volunteer Hours, Stakeholder Groups (ELAC, School Site Council, Charter Executive Board, Parent Teacher Organization), Translation Services, Latino Literacy Project, Love and	See SPSA	\$430 S/C

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Logic, Rosetta Stone, Parent Nights (Back to School, Open House, College Night, Orientations).	Logic, Rosetta Stone, Parent Nights (Back to School, Open House, College Night, Orientations).		

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.2 Student Engagement: Electives/Exploratory, Community Service Hours, Field Trips, Link Crew/WEB, Counselors/Counseling Services (Elementary and Secondary), Administration, Student Incentives, Student Activities, Assemblies, Mindfulness, Leadership Training, Graduation Exercises, Athletics, Teacher Stipends (i.e. Clubs, activities, Field Trip Coordinators).	3.2 Student Engagement: Electives/Exploratory, Community Service Hours, Field Trips, Link Crew/WEB, Counselors/Counseling Services (Elementary and Secondary), Administration, Student Incentives, Student Activities, Assemblies, Mindfulness, Leadership Training, Graduation Exercises, Athletics, Teacher Stipends (i.e. Clubs, activities, Field Trip Coordinators).	\$108,545 S/C \$7,500 S/B	\$131,556 S/C \$4,508 S/B

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.3 Conditions for Learning: Staff Incentives, Safety (security cameras), Facilities, Classroom Furniture, Equipment (i.e. copiers), Technology, Print Shop, mailings, PBIS, Noon Duty Supervision, Extra Duty Pay, Teacher Stipends (i.e. Leadership Team), Materials and Supplies.	3.3 Conditions for Learning: Staff Incentives, Safety (security cameras), Facilities, Classroom Furniture, Equipment (i.e. copiers), Technology, Print Shop, mailings, PBIS, Noon Duty Supervision, Extra Duty Pay, Teacher Stipends (i.e. Leadership Team), Materials and Supplies.	\$68,351 S/C \$71,378 S/B	\$201,396 S/C \$68,714 S/B

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.4 WASC: Early Out Wednesdays, WASC Visiting Committees, WASC Training	3.4 WASC: Early Out Wednesdays, WASC Visiting Committees, WASC Training	\$1,100 S/B	\$1,020 S/B

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.5 Marketing: Student Recruitment, Representation at Community Events, Promotional Materials.	3.5 Marketing: Student Recruitment, Representation at Community Events, Promotional Materials.	\$1,000 S/B	\$1,700 S/B

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.6 Professional Development: Latino Family Literacy Project, Link Crew/WEB, Mindfulness, California Charter Schools Association Conference, AVID	3.6 Professional Development: Latino Family Literacy Project, Link Crew/WEB, Mindfulness, California Charter Schools Association Conference, AVID	\$10,334 S/C \$8,555 S/B	\$10,830 S/C \$5,840 S/B

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.

3.1 Family Engagement: As recommended in our Charter, many parents complete the prescribed thirty volunteer hours in a variety of ways. Stakeholder groups of parents, students, teachers and staff met regularly to organize school events, monitor school improvement progress, make decisions related to school funding, learn of student support programs (i.e. School Site Council, Charter Executive Board, Parent Teacher Organization/PTO, ELAC, teachers, staff, etc.). Translation services were provided at meetings; in particular IEP, SST, and 504 meetings. As well, written communication documents were translated into home languages. Chrome Books and Rosetta Stone were purchased to support English Language Development for families with a plan to coordinate use through programs such as Latino Literacy Project. Throughout the year a multitude of events were provided for families to take part in: Health Fair, Student Performances, and Back to School/Title 1 Meeting, to name a few.

3.2 Student Engagement: Electives at the Middle School in particular were improved upon via teachers teaching 6 periods so that all four teachers could teach an elective and PE. Exploratory classes on Tuesday and Thursday were provided grades 1-6. Students completed Community Service Hours. Field trips and off campus learning experiences were provided via content based Anchor Field Trips. Other experiences included, Drama productions, Eskaton Senior Citizen Partnership, 8th/3rd grade buddies, and college campus tours. Student well-being and supervision were supported by Counselors on both campuses, additional administration (a Vice Principal and GLS), student incentives, academic achievement recognition (Honor Roll, ABC Parties, Senior Awards, etc.), student leadership training (Link Crew, WEB, Leadership Class, 3rd/8th grade Peer Buddies, Site Council). Teachers were assigned stipends and extra hour pay for advising/coordinating clubs and classes (GSA, Bible, Link Crew/WEB, Student Activities and Grade Level Advisors).

3.3 Conditions for Learning: Staff incentives included appreciation meals and annual Employee of the Year recognition. Security cameras continue to be purchased and upgraded on both campuses. Installation of a Chemistry Fume hood took place during the summer of 2018. The elementary campus had a new kindergarten playground structure installed. Laptops, Chrome Books and storage carts were purchased for both campuses as a means to update aging devices and have available sufficient quantities for expanded online learning and assessments. Staff on both campuses used the District Print Shop for additional supplementary materials. Mailings to families included progress reports/report cards as well as pertinent communication to families. A team of four staff from both campuses attended four sessions of PBIS Tier 2 Training who then trained our staff during the 18-19 school year as a part of the plan to implement the PBIS framework at both campuses. CCAA continues to utilize one Noon Duty Supervisor to support supervision (in addition to a Campus Safety Specialist) at the Secondary campus and three at the Elementary campus. Per Certificated contract agreements, extra duty and stipend pay was provided for Instructional Leadership Team (ILT), Anchor Field Trip Coordinators and Department Chair assignments were approved at the District level so that a structure of instructional leadership could be established at the Secondary campus.

3.4 WASC: Periodically throughout the year, our Secondary staff met to complete the self-evaluation process and provide input to the Mid-Term report. Teachers and Vice Principal also served on Visiting Committees for other schools. CCAA is accredited through 2021.

3.5 Marketing: A Social Media Platform has been established to reach out to the broader community. As well, advertisement in a Parent Magazine has been purchased. Banners have been purchased and used for school community events. Our PTO has supported marketing by way of school events that attract the greater community, and space at the Chalk It Up event. Annually, our Secondary School Counselor and students market our school to feeder schools in the area. School groups participate in community service at Eskaton (a senior care facility).

3.6 Professional Development: Two staff members were trained on Latino Literacy programs. A team of three attended year three of Link Crew and WEB training so to further the implementation of these transition programs. A team of four staff from both campuses attended four sessions of Tier 2 PBIS Training who then trained our staff with plans to continue implementation of the PBIS framework.

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

Family Engagement: In the 2018-19 school year, informing parents of involvement expectations has been a focus. Multiple opportunities (open house, back to school, drama presentations) are used to communicate the expectations and practices relevant to CCAA charter guidelines. Stakeholder groups have been reestablished and capacity for understanding policy (i.e. Parent Involvement, enrollment, lottery), the School Plan/LCAP development and monitoring processes, and budgeting has increased. Increased opportunities to build capacity for parenting and assisting students with academic progress (i.e. new SWUN Math, SAMI Circuit, Latino Literacy, Love and Logic parenting) has been provided. School Community Norms have been communicated to parents as a means to help establish more understanding of the most appropriate ways to engage. Through Thought Exchange, a District platform for soliciting feedback on school effectiveness, students, staff and parents provide feedback. In terms of what is appreciated most: Teachers and Staff, student engagement programs (i.e. clubs) received high ratings. Considering most important concerns: facilities and school safety were rated as concerns. With regard to desired student outcomes: collaboration, resiliency/perseverance, self-sufficiency/responsibility, and college readiness were rated as highly important. Student Engagement: To date, the student attendance rate is 96.35% however; the Chronic Absenteeism rate has decreased 1.23% to 5.14%. The suspension rate is 2.70% a drop of .9% from 17-18. CCAA had a 95% completion rate for students and 100% participation among staff on the Healthy Kids Survey; a three year trend of data will be reviewed at the start of the next school year.

Student Engagement: Counseling services for Elementary were provided on a full time basis and proved effective in establishing Social/Emotional support by way of group sessions, classroom presentations on skills, and collaboration with staff and families. The Counseling caseload reached 73 students by the end of the year. This level of service was sufficient in meeting the overall wellness needs as indicated by the number of decreased referrals and behavioral patterns. This remains an important component of the elementary program.

Student Feedback Forum provided the following: in terms of engagement, clubs, student activities, and awards/recognition were ranked highly. In terms of Career Guidance: career research including a career day and career related field trips were noted. Students reported the most effective means of academic support were classroom teachers, fellow students and online research.

Resultant of increased support, monitoring and implementation of schoolwide programs and student related outcomes (attendance, social/emotional, academic achievement needs), the need for increased administrative services has been identified. Key stakeholder groups have approved funding for an additional .5 administrator.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

3.1 Added childcare for Latino Literacy Project increased spending.

3.2 Additional stipends, extra hours, additional field trip costs increased expenditures.

3.3 Increase in supplemental concentration resulting from revision of Class Size Reduction and an increase in allocation at 1st interim led to an increase in funding. For 19-20, funding increased to address facilities goals and additional materials and supplies

3.4 Yearly cost for WASC accreditation process

3.5 Increase in advertising led to an increase in this goal.

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.

3.1 Added Parent/Family Involvement & Family Fitness Nights

3.3 Added classroom coverage/collaborations for activities (Roving Subs)

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?

School Site Council and Charter Executive Board regularly monitor school success as part of the "State of the School" agenda item for each monthly meeting (review of learning assessment data, attendance and suspension rates, enrollment, Counseling Services, school calendar of events, student Leadership and activities, budget updates, policy development/review). During the annual School Plan review process, SSC and PTO reviewed staff and student feedback on progress of school goals/actions, approved budget adjustments and set forth goals, actions and a budget for the ensuing academic year. The school community at large had opportunity to provide feedback on school progress via Thought Exchange (District platform for soliciting feedback on school effectiveness). Stakeholders participated in group discussions, data, and budget review and surveys to provide input for district programs and services that are written in the LCAP.

Dates:

School Site Council 10/2/18, 11/6/18, 12/4/18, 1/15/19, 2/12/19, 3/12/19, 4/30/19, 5/21/19

ELAC 11/14/18, 1/16/19, 4/24/19

Staff K-12 4/20/19

Student Leadership 7-12 3/15/19

Impact on LCAP and Annual Update

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

Stakeholders (parents, teachers, administration, classified staff, and students) reviewed and provided feedback for the LCAP goals, identified needs, measurable outcomes, actions, and services that impact the LCFF budget during School Site Council/Charter Executive Board, and English Language Advisory Committee (ELAC) meetings.

Feedback and input from different stakeholders:

Curriculum-

1. Teachers are implementing math curriculum currently and attending training/receiving coaching for the new math adoption.
2. Teachers are informed of the updates to the ELA/ELD curriculum implementation.
3. Teachers are implementing the Next Generation Science Standards (NGSS).
4. Conditions for learning will be improved via an increased focus on schoolwide expectations for behavior, engagement and overall school safety (PBIS, Safe & Civil Schools Frameworks).

Professional Development-

1. Teachers will continue to receive professional development for Arts Integration, ELA/ELD, Math, NGSS, PBIS and corresponding instructional strategies.
2. Special education services and processes are additional areas of need for building understanding among staff.

Technology

1. Integration of technology for instruction and assessment requires technology updates in equipment and software platforms in classrooms.

Staffing

1. Stakeholders have validated the need for
 - a. An FTE counselor for K-6 to meet the needs of the students.
 - b. Additional .5 administrator.
 - c. Addition of .2 ELA for Advanced Course Pathway

Goals

Consensus among key stakeholder groups that current goals and actions are sufficient to meet the needs of CCAA. All three goals will remain unchanged. Stakeholders will review the LCAP document and provide input verbally and in writing.

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)

Unchanged

Goal 1

Academic Achievement

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 5, 6, 7, 8

Local Priorities: A, C, D

Identified Need:

Through Stakeholder Engagement and the review of programs, services and data, the following needs were identified:

- Common Core State Standards Implementation K-12 of English Language Arts (ELA)/English Language Development (ELD), NGSS, History Social Science, World Language, Visual and Performing Arts, Math, Career Technical Education, and Physical Education.
- Classrooms that provide a safe and supportive learning environment
- 21st Century Classrooms with digital tools and adequate instructional materials
- Access to Community College Courses, Advanced Classes, and Career Pathway Programs to prepare students for College and Career
- Arts Integration K-12

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CAASPP results will indicate 50% meets and Exceeds in Math, and 60% Meets and Exceeds in ELA	Math 40% Meets and Exceeds ELA 50% Meets and Exceeds	Math 38% Meets and Exceeds ELA 52% Meets and Exceeds	Math 45% Meets and Exceeds ELA 55% Meets and Exceeds	Math 50% Meets and Exceeds ELA 60% Meets and Exceeds
Reclassification: AMAO's	38.6%	31.7%	45%	48%
Benchmarks	Q2 Math 30% Q2 ELA 38% Tri 2 Math 49% Tri 2 ELA 50%	Q2 Math 12.86% Q2 ELA 43.90% Tri 2 Math 47.82% Tri 2 ELA 47.20%	Q2 Math 40% Q2 ELA 48% Tri 2 Math 59% Tri 2 ELA 60%	Q2 Math 45% Q2 ELA 53% Tri 2 Math 64% Tri 2 ELA 65%
A-G Completion	42% of Seniors graduated A-G completers	51.8% of Seniors graduated A-G completers	55% of Seniors graduated A-G completers	59% of Seniors graduated A-G completers
AP Passage Rate	2 Students	5 Students	7 Students	9 Students
CTE Completers	5 Students	2 Students	10 Students	12 Students

Planned Actions / Services

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

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

N/A

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

N/A

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA Wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

1.1 CCSS & NGSS Implementation: ELA/ELD, Math, HSS, World Language, Science, PE, and Technical Subjects, Instructional TOSA, materials and supplies.

2018-19 Actions/Services

1.1 CCSS & NGSS Implementation: English Language Arts (ELA)/English Language Development (ELD), NGSS, History Social Science, World Language, Visual and

2019-20 Actions/Services

1.1 CCSS & NGSS Implementation: English Language Arts (ELA)/English Language Development (ELD), NGSS, History Social Science, World Language, Visual and

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Performing Arts, Math, Career Technical Education and Physical Education, Materials and Supplies.

Performing Arts, Math, Career Technical Education, Physical Education, and Health, Increased Instructional Minutes per Day, Materials and Supplies.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$239,493 S/C \$1,803 SB	\$120,644 S/C	\$173,681 S/C
Source	Supplemental Concentration Site Based	S/C	S/C
Budget Reference	Object Codes 1100, 1106, 4200, 4300	4300	1100, 3xx1, 4300

Action 2

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

N/A

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

N/A

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA Wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

1.2 Academic Intervention And Support: Tier 2 Interventions (school tutoring, AP tutoring, GATE), supporting technology (online courses, credit recovery and tutoring programs), materials and supplies (Edgenuity, My Path), 504 Accommodations, Special Education, SST meetings.

2018-19 Actions/Services

1.2 Academic Intervention And Support: Class Size Reduction (K-2), Kinder Paraeducator, Tier 2 Interventions (after school tutoring, AP tutoring, GATE), Supporting Technology (online courses, credit recovery and tutoring programs), Materials and Supplies, 504 Accommodations, Special Education, SST Meetings.

2019-20 Actions/Services

1.2 Academic Intervention And Support: Class Size Reduction (K-2), Tier 2 Interventions (after school tutoring, K-6 Intervention tutoring during the day, AP tutoring, GATE), Supporting Technology (online courses, credit recovery and tutoring programs), Materials and Supplies, 504 Accommodations, Special Education, SST Meetings.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$9,626 S/C \$28,320 Title 1 \$4,409 GATE \$9,025 Site Based	\$363,553 S/C \$4,200 GATE	\$211,261 S/C
Source	Supplemental Concentration	S/C	S/C

Year	2017-18	2018-19	2019-20
	Title 1 GATE Site Based	GATE	
Budget Reference	Object Codes 1103, 1104, 4200, 4300, 5800, 5882	Object Codes 1103, 1104, 3xx1, 4200, 4300, 5800, 5882	1103, 3xx1, 4118, 5882

Action 3

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

N/A

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

N/A

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA Wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

1.3 College And Career Readiness: Field trips, Graduation and A-G Courses, Field Study Day, Career Day, Student planners, Career Technical Education Pathways, Career technical organizations (CTSO), AP Courses and Assessment, College Transition, materials and supplies

2018-19 Actions/Services

1.3 College And Career Readiness: Field trips, Graduation and A-G Courses, Counseling Services, Field Study Day, Career Day, Student Planners, Career Technical Education Pathways, Career Technical Organizations (CTSO), AP Courses and Assessment, College Transition, Materials and Supplies.

2019-20 Actions/Services

1.3 Field trips, Graduation and A-G Courses, Field Study Day, Career Day, Student Planners, Career Technical Education Pathways, Career Technical Organizations (CTSO), AP Courses and Assessment, Concurrent Enrollment Courses (ARC), College Transition, Materials and Supplies.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,225 Title 1 \$1,538 GATE \$3,337 S/C \$20,333 S/B	\$41,440 S/C	\$92,830 S/C
Source	Title 1 GATE S/C Site Based	S/C	S/C
Budget Reference	1103, 4200, 4300, 4410, 5742, 5800, 5865, 5882	4300, 5742, 5800, 5865	4300, 5742, 5865

Action 4

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

N/A

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

N/A

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA Wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

1.4 Professional Development: Professional Learning Teams (PLT's), AP, NGSS, Collaboration Time, Curriculum and Materials Implementation, ELD, Special Education, and other curricular related training, AVID.

2018-19 Actions/Services

1.4 Professional Development: Professional Learning Teams (PLT's), SWUN/CPM, AP, NGSS, Collaboration Time, Content Conferences, Curriculum and Materials Implementation, ELD, Special Education, AVID.

2019-20 Actions/Services

1.4 Professional Learning Teams (PLT's), SWUN/CPM, AP, NGSS, Collaboration Time, Content Conferences, Curriculum and Materials Implementation, ELD, Special Education.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$3,304 Title 1 \$2,400 GATE \$28,665 S/C \$7,666 S/B	\$10,033 S/C \$2,730 GATE	\$23,180 S/C
Source	Title 1 GATE S/C S/B	S/C GATE	S/C
Budget Reference	1103, 1104, 1304, 4300, 5200, 5865	5200	1104, 3xx1, 5200, 5800

Action 5

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

ALL Students

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

N/A

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

N/A

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

1.5 WASC: Early Out Wednesdays, WASC Visiting Committees, WASC Training.

2018-19 Actions/Services

1.5 WASC: PLT's, Teacher Recruitment, Early Out Wednesdays, WASC Committees, WASC Training.

2019-20 Actions/Services

1.5 WASC: PLT's, Teacher Recruitment, Early Out Wednesdays, WASC Committees, WASC Training.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$804 Title 1 \$4,666 S/C	\$0 This action is budgeted in 3.4 using S/B funding	\$0 This action is budgeted in 3.4 using S/B funding
Source	Title 1 S/C	N/A	N/A
Budget Reference	5200	N/A	N/A

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

Unchanged

Goal 2

Arts Integration

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4, 5, 8

Local Priorities:

Identified Need:

Through Stakeholder Engagement and the review of programs, services and data, the following needs were identified:

- K-12 Instruction in Arts: Arts TOSA's (Visual, Music), Dance, Artist in Residence, Drama/Theater, Digital Media, Band, Choir, Exploratory.
- Extended Learning: After school arts enrichment (Dance Company, Drama, Music), Field Study Day, Field trips.
- Professional Development: Kennedy Center, District and other Arts related training.
- WASC: Early Out Wednesdays, WASC Visiting Committees, WASC Training.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CAASPP results will indicate 50% Meets and Exceeds in Math, and 60% Meets and Exceeds in ELA	Math 36% Meets and Exceeds ELA 46% Meets and Exceeds	Math 38% Meets and Exceeds ELA 52% Meets and Exceeds	Math 45% Meets and Exceeds ELA 55% Meets and Exceeds	Math 50% Meets and Exceeds ELA 60% Meets and Exceeds
Benchmarks	Q2 Math 30%	Q2 Math 13%	Q2 Math 38%	Q2 Math 45%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Q2 ELA 38% Tri 2 Math 49% Tri 2 ELA 50%	Q2 ELA 44% Tri 2 Math 48% Tri 2 ELA 47%	Q2 ELA 52% Tri 2 Math 63% Tri 2 ELA 45%	Q2 ELA 53% Tri 2 Math 64% Tri 2 ELA 65%

Planned Actions / Services

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

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

N/A

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

N/A

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA Wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

2.1 K-12 Instruction in Arts: Arts TOSA's (Visual, Music), Dance, Artist in Residence, Drama/Theater, Digital Media, Band, Choir, Exploratory.

2018-19 Actions/Services

2.1 K-12 Instruction in Arts: Arts TOSA's (Visual, Music), Dance, Artist in Residence, Drama/Theater, Digital Media, Band, Choir, Exploratory, Materials and Supplies.

2019-20 Actions/Services

2.1 K-12 Instruction in Arts: Arts TOSA's (Visual, Music), Dance, Artist in Residence, Drama/Theater, Digital Media, Band, Choir, Exploratory, Materials and Supplies.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$129,431 S/C	\$144,968 S/C \$1,000 S/B	\$198,212 S/C
Source	S/C	S/C S/B	S/C
Budget Reference	1106	4300, 5800	1100, 3xx1, 4300, 5800

Action 2

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

N/A

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

N/A

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA Wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

2.2 Extended Learning: After school arts enrichment (Dance Company, Drama, Music), Field Study Day, Field Trips.

2018-19 Actions/Services

2.2 Extended Learning: After school arts enrichment (Dance Company, Drama, Music), Field Study Day, Field Trips.

2019-20 Actions/Services

2.2 Extended Learning: After School Arts Enrichment (Dance Company, Drama, Music, Visual Art), SEVA, Student Showcases, Field Study Day, Field trips.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$425 Title 1 \$41,000 S/C \$4,333 S/B	\$11,767 S/C	\$20,667 S/C
Source	Title 1 Supplemental Concentration Site Base	S/C	S/C

Year	2017-18	2018-19	2019-20
Budget Reference	5742, 5800, 5865	5742, 5800, 5865	5800, 5865, 5742

Action 3

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

N/A

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

N/A

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA Wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

2.3 Professional Development: Kennedy Center, District and other Arts related training

2018-19 Actions/Services

2.3 Professional Development: Kennedy Center, District and other Arts related training

2019-20 Actions/Services

2.3 Professional Development: Kennedy Center, District and other Arts related training

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$26,533 S/C	\$10,033 S/C	\$6,667 S/C
Source	S/C	S/C	S/C
Budget Reference	1103, 1304, 5200, 5225, 5865	5200	5200

Action 4

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All students

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

N/A

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

N/A

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

2.4 WASC: Early Out Wednesdays, WASC Visiting Committees, WASC Training.

2018-19 Actions/Services

2.4 WASC: Arts Integration (in all content areas), Early Out Wednesdays, WASC Visiting Committees, WASC Training.

2019-20 Actions/Services

2.4 WASC: Arts Integration (in all content areas), Early Out Wednesdays, WASC Visiting Committees, WASC Training.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$804 Title 1 \$4666 S/C	\$0 This action is budgeted in 3.4 using S/B funding	\$0 This action is budgeted in 3.4 using S/B funding
Source	Title 1 S/C	N/A	N/A
Budget Reference	1103, 5200	N/A	N/A

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

Unchanged

Goal 3

Schoolwide Effectiveness

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 3, 4, 5, 6, 8

Local Priorities:

Identified Need:

Through Stakeholder Engagement and the review of programs, services and data, the following needs were identified:

Family Engagement: Parent Volunteer Hours, Stakeholder groups (ELAC, School Site Council, Charter Executive Board, Parent Teacher Organization), Translation Services, Latino Literacy Project, Love and Logic, Rosetta Stone, Extra Hours (Parent/Involvement) Parent Nights (Back to School, Open House, College Night, Orientations, Family Fitness Nights)

Student Engagement: Electives/Exploratory, Community Service Hours, Field Trips, Link Crew/WEB, Counselor/Counseling Services (Elementary and Secondary), Vice Principal, Student Incentives, Assemblies, Mindfulness, Leadership Training, Athletics, Teacher Stipends (i.e. Club/Class Advisor, Extra Duty Pay Activities)

Conditions for Learning: Administration (VP), Staff Incentives, Safety (security cameras), Facilities, Classroom furniture, equipment (i.e. copiers), technology, Print Shop, mailings, PBIS/BEST Practices, Noon Duty Supervision, Kindergarten Paraeducator, classroom coverage/collaboration for activities (roving subs), extra hours (clerical/non-clerical), materials and supplies

WASC: Early Out Wednesdays, WASC Visiting Committees, WASC Training Marketing: Student Recruitment, Representation at Community Events, Promotional Materials.

Professional Development: Latino Family Literacy Project, Link Crew/WEB, PBIS, Mindfulness, California Charter Schools Association Conference, AVID

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Attendance rates will Maintain/Exceed: 96.73% for K-6 and 95.97% for 7-12	Maintain/Exceed K-6 96.73% 7-12 95.97%	Maintain/Exceed K-6 96.73% 7-12 95.97%	Maintain/Exceed K-6 96.5% 7-12 96.22%	Maintain/Exceed K-6 96.73% 7-12 95.97%
Suspension Rate Will Maintain/Decrease for K-12 by 3.6%	2016-17 3.2%	Maintain/Decrease 3.6%	Maintain/Decrease 2.84%	Maintain/Decrease 3.6%
Parent Volunteer Hours will Maintain/Increase to 6,076	Maintain/Increase 5,925.5	Maintain/Increase 6,076	Maintain/Increase 6,717	Maintain/Increase 6,717
Enrollment will Maintain/Increase to 658	631	Maintain/Increase 658	Maintain/Increase 692	Maintain/Increase 602

Planned Actions / Services

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

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

N/A

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

N/A

OR

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

[Add Students to be Served selection here]	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, Low Income	LEA Wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
3.1 Family Engagement: Parent Volunteer Hours, Stakeholder groups (ELAC, school Site Council, Charter Executive Board, Parent Teacher Organization), Translation Services, Latino Literacy Project, Rosetta Stone, Parent Nights (Back to School, Open House, College Night, Orientations)	3.1 Family Engagement: Parent Volunteer Hours, Stakeholder Groups (ELAC, school Site Council, Charter Executive Board, Parent Teacher Organization), Translation Services, Latino Literacy Project, Love and Logic, Rosetta Stone, Parent Nights (Back to School, Open House, College Night, Orientations).	3.1 Family Engagement: Parent Volunteer Hours, Stakeholder Groups (ELAC, school Site Council, Charter Executive Board, Parent Teacher Organization), Translation Services, Latino Literacy Project, Love and Logic, Rosetta Stone, Extra Hours (Parent/Family Involvement) Parent Nights (Back to School, Open House, College Night, Orientations, Family Fitness Nights) Materials and Supplies.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2357 Title 1 \$1000 S/C	See SPSA	\$1,000 S/B
Source	Title 1 S/C	Title 1 Parent Involvement	S/B
Budget Reference	4300, 5800	N/A	N/A

Action 2

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

N/A

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

N/A

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA Wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

3.2 Student Engagement: Electives/Exploratory, Community Service Hours, Field Trips, Link Crew/WEB, Counseling, Vice Principal, Student Incentives, Assemblies, Mindfulness, Leadership Training, Athletics

2018-19 Actions/Services

3.2 Student Engagement: Electives/Exploratory, Community Service Hours, Field Trips, Link Crew/WEB, Counselors/Counseling Services (Elementary and Secondary), Administration, Student Incentives, Student Activities, Assemblies, mindfulness, Leadership Training, Graduation Exercises, Athletics, Teacher Stipends (i.e. Clubs, Activities, Field Trip Coordinators)

2019-20 Actions/Services

3.2 Student Engagement: Electives/Exploratory, Community Service Hours, Field Trips, Link Crew/WEB, Counselors/Counseling Services (Elementary and Secondary), Student Incentives, Assemblies, Mindfulness, Leadership Training, Athletics, Teacher Stipends (i.e. Club/Class Advisor), Extra Duty Pay (Activities).

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$50,422 Title 1 \$218,244 S/C \$5,233 S/B	\$108,545 S/C \$7,500 S/B	\$116,824 S/C
Source	Title 1 S/C Site Based	S/C S/B	S/C

Year	2017-18	2018-19	2019-20
Budget Reference	1103, 1104, 1106, 4300, 5742, 5800	1102, 1103, 1106, 1304, 3xx1, 4300, 5742, 5600, 5800, 5865	1102, 1103, 1104, 1203, 1304, 4399, 5600, 5865

Action 3

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

N/A

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

N/A

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA Wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

3.3 Conditions for Learning: Staff Incentives, Safety (security cameras), Facilities, equipment (i.e. copiers, technology), Print Shop, mailings, PBIS/BEST Practices, Noon Duty Supervision, Assistants to Principal, Extra duty pay, materials and supplies

2018-19 Actions/Services

3.3 Conditions for Learning: Staff Incentives, Safety (security cameras), Facilities, Classroom Furniture, Equipment (i.e. copiers), Technology, Print Shop, mailings, PBIS, Noon Duty Supervision, Extra Duty Pay, Teacher Stipends (i.e. Leadership Team), Materials and Supplies.

2019-20 Actions/Services

3.3 Administration (GLS/VP), Staff Incentives, Safety (security cameras), Facilities, Classroom Furniture, Equipment (i.e. copiers), Technology, Print Shop, mailings, PBIS, Noon Duty Supervision, Kindergarten Paraeducator, Classroom Coverage/Collaboration for Activities (Roving Subs), Materials and Supplies.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$25,500 S/C \$43,904 S/B	\$68,351 S/C \$71,378 S/B	\$342,005 S/C
Source	S/C S/B	S/C S/B	S/C
Budget Reference	1902, 2103, 2401, 2905, 4325, 4400, 4410, 5600, 5715, 5725, 5865, 6200, 3xx1, 3xx2	2904, 3902, 4200, 4300, 4310, 5600, 5715, 5725	1104, 2904, 2401, 2201, 4300, 4310, 4400, 4410, 6170,

Action 4

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All students

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All school

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

N/A

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

N/A

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

3.4 WASC: Early Out Wednesdays, WASC Visiting Committees, WASC Training

2018-19 Actions/Services

3.4 WASC: Early Out Wednesdays, WASC Visiting Committees, WASC Training

2019-20 Actions/Services

3.4 WASC: Early Out Wednesdays, WASC Visiting Committees, WASC Training

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$804 Title 1 \$4666 S/C	\$1,000 S/B	\$1,100 S/B
Source	Title 1 S/C	S/B	S/B
Budget Reference	1103, 5200	5800	5800

Action 5

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

N/A

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

N/A

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

All

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

School Wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

3.5 Marketing: Student Recruitment, Representation at Community Events, Promotional Materials.

2018-19 Actions/Services

3.5 Marketing: Student Recruitment, Representation at Community Events, Promotional Materials.

2019-20 Actions/Services

3.5 Marketing: Student Recruitment, Representation at Community Events, Promotional Materials

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$9,000 S/B	\$1,000 S/B	\$2,000 S/B
Source	S/B	S/B	S/C
Budget Reference	4300	5810	5810

Action 6

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

N/A

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

N/A

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA Wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

3.6 Professional Development: Latino Family Literacy Project, Link Crew/WEB, Mindfulness, California Charter Schools Association Conference, AVID

2018-19 Actions/Services

3.6 Professional Development: Latino Family Literacy Project, Link Crew/WEB, Mindfulness, California Charter Schools Association Conference, AVID

2019-20 Actions/Services

3.6 Professional Development: Latino Family Literacy Project, Link Crew/WEB, Mindfulness, California Charter Schools Association Conference, AVID

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$804 Title 1 \$5,533 S/C	\$10,334 S/C \$8,555 S/B	\$8,592 S/C
Source	Title 1 S/C	S/C S/B	S/C

Year	2017-18	2018-19	2019-20
Budget Reference	1103, 1304, 5200	1104, 3xx1, 5200	1104, 2201, 2401, 2904, 3xx1, 4300, 4310, 4400, 4410, 5200

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

\$1,193,919 S/C

20%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, 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).

2019-2020

Creative Connections Arts Academy Charter School calculated our estimated Supplemental and Concentration grant funding on the number of unduplicated low income, foster youth, and English learner pupils is \$1,193,919. CCAA's projected unduplicated pupil count is at 67.86%. There are specific services principally directed towards low-income students, foster youth and English Learners, however, because CCAA has such a high percentage of unduplicated pupils, many of the services described will affect other students.

CCAA gives specific attention to the equity of outcomes for students with overlapping significant subgroups including English Learners, students with disabilities, foster youth, students from low-income families, and racial and ethnic subgroups. Creative Connections Arts Academy is expending their funds based upon clear goals as established in the LCAP process. CCAA provides more than 20.23% of increased or improved services above the base program.

The vision of Creative Connections Arts Academy is to provide a safe environment where we support lifelong learning in a creative, art based community. Through a commitment to nurture the whole child, we offer high quality arts integration; we achieve growth and confidence in academic knowledge, leadership, and social action. CCAA has three goals from this plan.

CCAA strives to increase student achievement and narrow the achievement gap through:

Goal 1: Academic Achievement Actions/Strategies:

1.1 CCSS & NGSS Implementation: English Language Arts (ELA)/English Language Development (ELD), NGSS, History Social Science, World Language, Visual and Performing Arts, Math, Career Technical Education, Physical Education, and Health, Materials and Supplies.

1.2 Academic Intervention And Support: Tier 2 Interventions (after school tutoring, K-6 intervention, tutoring during the day, AP tutoring), Supporting Technology (online courses, credit recovery and tutoring programs), Materials and Supplies, 504 Accommodations, Special Education meetings and services, SST Meetings.

1.3 College And Career Readiness: Field trips, Graduation and A-G Courses, Field Study Day, Career Day, Student Planners, Career Technical Education Pathways, Career Technical Organizations (CTSO), AP Courses and Assessment, Concurrent Enrollment Courses (ARC), College Transition, Materials and Supplies.

1.4 Professional Development: Professional Learning Teams (PLT's), SWUN/CPM, AP, NGSS, Collaboration Time, Content Conferences, Curriculum and Materials Implementation, ELD, Special Education.

1.5 WASC: PLT's, Teacher Recruitment, Early Out Wednesdays, WASC Committees, WASC Training.

Measures: CAASPP

Goal 2: Arts Integration Actions/Strategies:

2.1 K-12 Instruction in Arts: Arts TOSA's (Visual, Music), Dance, Artist in Residence, Drama/Theater, Digital Media, Band, Choir, Exploratory, Materials and Supplies.

2.2 Extended Learning: After School Arts Enrichment (Dance Company, Drama, Music, Visual Art), SEVA, Student Showcases, Field Study Day, Field trips.

2.3 Professional Development: Kennedy Center, District and other Arts Related Training.

2.4 WASC: Arts Integration (in all content areas), Early Out Wednesdays, WASC Visiting Committees, WASC Training.

Measures: CAASPP

Goal 3: Schoolwide Effectiveness

Actions/Strategies:

3.1 Family Engagement: Parent Volunteer Hours, Stakeholder Groups (ELAC, School Site Council, Charter Executive Board, Parent Teacher Organization), Translation Services, Latino Literacy Project, Love and Logic, Rosetta Stone, Extra Hours (Parent/Family Involvement), Parent Nights (Back to School, Open House, College Night, Orientations, Family Fitness Nights), Materials and Supplies.

3.2 Student Engagement: Electives/Exploratory, Community Service Hours, Field Trips, Link Crew/WEB, Counselors/Counseling Services (Elementary and Secondary), Student Incentives, Assemblies, Mindfulness, Leadership Training, Athletics, Teacher Stipends (i.e. Club/Class Advisor), Extra Duty Pay (Activities).

3.3 Conditions for Learning: Administration (GLS/VP), Staff Incentives, Safety (security cameras), Facilities, Classroom Furniture, Equipment (i.e. copiers), Technology, Print Shop, mailings, PBIS, Noon Duty Supervision, Kindergarten Paraeducator, Classroom Coverage/Collaboration for Activities (Roving Subs), Extra hours (clerical/non clerical), Materials and Supplies.

3.4 WASC: Early Out Wednesdays, WASC Visiting Committees, WASC Training

3.5 Marketing: Student Recruitment, Representation at Community Events, Promotional Materials.

3.6 Professional Development: Latino Family Literacy Project, Link Crew/WEB, PBIS, California Charter Schools Association Conference, Mindfulness, AVID.

Measures: Attendance and Suspension Rates, Enrollment

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

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

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

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

Plan Summary

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

When developing the LCAP, 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.
 - 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 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;
- C. The percentage of English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California (ELPAC);
- D. The English learner reclassification rate;
- E. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- F. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

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

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

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

- A. Pupil suspension rates;

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

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

- A. A broad course of study including courses described under *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?