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
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2017-20 Plan Summary

The Story

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

Clayton Valley Charter High School (CVCHS) is an independent conversion charter school. CVCHS offers a comprehensive high school program focused on college and career preparation, 21st Century skills, and character education. Serving nearly 2200 students, CVCHS is proud to provide diverse and challenging curricular opportunities, as well as robust co-curricular activities.

The mission of CVCHS is to unite all our stakeholders – students, teachers, staff, parents, and community members – in the common goal of diligently preparing all students for success in college and for careers in the 21st Century. We are committed to preparing all students to become first-class citizens with an excellent education by instilling timeless principles and fostering a culture of excellence with rigor, relevance, and relationships.

CVCHS's shared vision is to develop and sustain traditional and innovative programs and practices that will promote student acceleration in all academic, social, and civic areas. CVCHS seeks to prepare our students for entrance into the global community as skilled participants ready to achieve their post-secondary goals with an emphasis on college and career readiness.

In short, CVCHS exemplifies the "good to great" model as a high-performing school. All students should acquire and practice critical thinking skills that engage them in a real-world application of learning. Further, making learning relevant is the primary task of all teachers – thus recognizing students will "lose what they do not use" and retain what is applied. The foundation of learning is based upon the nurturing relationship between teachers and students because "students don't care how much you know until they know how much you care."

The following LCAP work is based on the WASC action plan and process that CVCHS has been focused on since becoming a charter high school. The LCAP has been created through stakeholder engagement. The initial three-year plan was developed through trainings by the Contra Costa County Office of Education, WestEd, and the California Charter Schools Association.

LCAP Highlights

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

This year's LCAP updates our comprehensive plan for our continuing efforts to prepare all students to become first-class citizens with an excellent education, incorporating skills for college and career success in the 21st Century. Through analysis of state and local data, as well as stakeholder input, CVCHS identified key areas of focus: achieving high academic success through standards-based instruction, closing the achievement gap, and furthering character development.

The focus areas addressed in the LCAP include:

Goal 1: Implement curriculum, instruction, and assessment reflective of Common Core State Standards, Next Generation Science Standards (NGSS), and College and Career Readiness.

Goal 2: Close the achievement gap for our high-risk and lower performing student populations.

Goal 3: Continue to implement and expand character development strategies and programs.

<u>Key LCAP actions to support these focus areas include</u>:

- A robust professional development program for teachers

- Targeted intervention programs for all at-risk students including unduplicated pupil populations

- Ongoing character development programs

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

Clayton Valley Charter High School is committed to the academic success of all students. Our philosophy is built on the foundation that all students can learn and achieve at high levels given enough time and support. Since our conversion to a charter school in 2012, CVCHS has increased its graduation rates from 83% to 99%. During the 2016-2017 school year, CVCHS was recognized as a California Gold Ribbon School. This award highlights our Targeted Case Management Program (TCM), a powerful school-wide intervention system. Through a longitudinal analysis of our academic data and intervention programs, we can show that student academic achievement has increased across all subgroups. CVCHS is proud to have attained a 97.3% graduation rate in the 2017-2018 school year. The RTI model includes programs such as credit recovery, tutoring, Targeted Case Management and English Language Learner support. These school-wide systems support students who are not meeting CVCHS' standards. Additionally, CVCHS is proud of our sound curriculum and instructional programming. CVCHS teachers meet in Professional Learning Communities (PLCs) three times per month to review curriculum, instructional guides, data from benchmark assessments, and overall student progress towards mastery of standards. CVCHS takes great pride in being a safe school. Students learning from their mistakes is an integral part of character development. Teaching all students to make good decisions is part of our responsibility as educators. This helps to create an environment that is conducive to student learning. We offer numerous educational opportunities including Challenge Day, Red Ribbon Week and multiple school-wide

assemblies focused on drug and alcohol prevention and supporting students in making positive choices. By having the "right curriculum, right framework and right relationships," CVCHS has experienced continued gains in the classroom and beyond. Data from the California School Dashboard, together with state and local metrics, indicate these programs have effectively increased graduation and college admissions rates, as well as reclassification rates for English Language Learners. By building upon the successes of the past years, CVCHS continues to maintain and expand key programs for helping all students achieve success at high levels.

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

Our greatest need continues to be improving our CAASPP scores, which saw a slight dip in the 2017-2018 school year. The CAASPP ELA score remained stagnant, though the math score rose by 2% during the 2018-2019 test administration. While still above the state and county average, the scores are still not to the standards that we hold ourselves to as a school and community. Additionally we will continue to work on improving our student's performance against the state's College & Career Readiness indicator.

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

Clayton Valley Charter High School is committed to serving all students. CVCHS believes every student should be known by name and by need. CVCHS is committed to meeting the needs of all students including, but not limited to: Special Education, English Language Learners, and other student subgroups. While we lack a high percentage of student subgroups enrolled in the general population, we have programs such as Targeted Case Management, English learner classes (ELD), a designated EL counselor, after-school tutoring, and other intervention programs to meet those students' needs, as well as all students. The graduation rate for our Special Education subgroup did fall below our overall student population. This is due to students receiving a certificate of completion, instead of a diploma, in accordance with their IEP and state requirements.

During the 2017-2018 school year, there was a performance gap between our general population and our Asian student subgroup in regard to suspensions and College & Career Readiness. The suspension rate increased from 0 to 1.1% for this population and the percentage of students decreased from 81.6% to 61.1% in the "prepared" status on the College & Career Readiness indicator.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Annual Update

LCAP Year Reviewed: 2018-2019

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

Implement curriculum, instruction, and assessment reflective of Common Core State Standards, Next Generation Science Standards (NGSS), and College and Career Readiness.

State and/or Local Priorities addressed by this goal:

State Priorities: Basic Services, Implementation of State Standards, Pupil Achievement, Pupil Engagement, Course Access, Pupil Outcomes

Local Priorities: Rigor/Relevance Framework

Annual Measurable Outcomes

EXPECTED		ACTUAL	
Local Metric	Literacy: CVCHS students will demonstrate an average increase of 25 points from their base Lexile level (P-4)	Local Metric	Literacy: CVCHS students have achieved an average increase of 25 Lexile level points from their base Lexile level as measured by Achieve3000. **MET**
Local Metric	Program attendance rate: 30% of CVCHS teachers and the administrative team will attend the Curriculum Institute. (P-2)	Local Metric	Program attendance rate: 49% of CVCHS teachers and the administrative team attended the Curriculum Institute. **MET**
Local Metric	Program attendance rate: 30% of CVCHS teachers and the administrative team will attend the EdTech Symposium.(P-2)	Local Metric	EdTech Symposium was not held. **NOT MET**
State Metric	Performance on standardized tests: CVCHS students will meet or exceed the state average performance on the CAASPP.(P-2)	State Metric	Performance on standardized tests: CVCHS students met and exceeded the state average performance on the CAASPP according to 2018-2019 results. **MET**
State Metric	At least 60% of students will meet the UC/CSU A-G requirements (P-4)	State Metric	In 2018-19 67% of our students met UC/CSU A-G requirements (P-4) **MET**
State Metric	Percentage of students enrolled in AP courses will increase by 2%. (P-4)	State Metric:	The enrollment in AP classes increased from 1092 (2017-2018) to 1423 (2018-2019); a 23.25% increase **MET**

	EXPECTED		ACTUAL
State Metric	Students determined prepared for college by the Early Assessment Program: CVCHS students will demonstrate an increase. (P-2)	State Metric	Students determined prepared for college by the Early Assessment Program: ELA (increase to 37 %) Math (increased to 21%) **MET**
State Metric	Rate of teacher mis-assignment: CVCHS will maintain a 0% mis-assignment rate.(P-1)	State Metric	CVCHS had three teachers who obtained waivers to correct initial mis-assignments. They will take and pass required tests to update their credentials for 2019/20 **NOT MET**
State Metric	Student access to standards-aligned instructional materials: CVCHS will continue to implement CCSS English and CCSS Math instructional materials.(P-1)	State Metric	Student access to standards-aligned instructional materials: CVCHS implemented CCSS English and CCSS Math instructional materials. **MET**
State Metric	Implementation of SBE academic and performance content standards for all students, including EL: CVCHS will implement instructional guides and benchmark assessments based on the CCSS as well as ELD standards for EL students. (P-2)	State Metric	Implemented SBE academic and performance content standards for all students, including EL: CVCHS implemented instructional guides and benchmark assessments based on the CCSS as well as ELD standards for EL students. **MET**
State Metric	Student access and enrollment in all required areas of study: All CVCHS students will meet with counselors for graduation checks and course selection. (P-5)	State Metric	Student access and enrollment in all required areas of study: All CVCHS students met with counselors for graduation checks and course selection. **MET**

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
Support literacy development for all students.	Supported literacy development for all students.	Renew Achieve3000 contract: $30,000 4000-4999: Books and Supplies	Renewed Achieve3000 contract: $27,993.50 4000-4999: Books and Supplies

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Support CCSS implementation.	Supported CCSS implementation.	Curriculum Institute professional development: $154,000 5800: Professional/ Consulting Services and Operating Expenditures 1000-1999: Certificated Personnel Salaries	Curriculum Institute professional development: $39,000 5800: Professional/ Consulting Services and Operating Expenditures 1000-1999: Certificated Personnel Salaries

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Expand number of students enrolled in college and career academy programs and CTE pathways.	Expanded number of students enrolled in college and career academy programs and CTE pathways.	Project Lead the Way (Curriculum, staffing, training) and staffing Digital Arts Academy: $160,000 1000-1999: Certificated Personnel Salaries 4000-4999: Books and Supplies	Project Lead the Way (Curriculum, staffing, training) and staffing Digital Arts Academy: $250,000 1000-1999: Certificated Personnel Salaries 4000-4999: Books and Supplies

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Integrate educational technology to increase learning and engagement.	Integrated educational technology to increase learning and engagement.	CVCHS EdTech Institute professional development and stipends: $30,000	CVCHS EdTech Institute was not held

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
		5800: Professional/ Consulting Services and Operating Expenditures 1000-1999: Certificated Personnel Salaries	

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

In 2018/19 CVCHS offered a comprehensive program that focused both on literacy and meeting the Common Core State Standards. With a professional development program that combined the summer curriculum institute with weekly professional development sessions, we endeavored to equip or teachers with the most current instructional techniques to help students maximize their academic potential. CVCHS also equips teachers with the latest technologies and curriculum to ensure student success. Through Achieve 3000, students are challenged at all grade levels to improve their literacy as measured by Lexile scores. In addition, in anticipation of the CAASSP assessment, our ELA and Math teachers gave multiple practice tests using the CAASPP electronic interface. Our goal was to get students as familiar with the testing experience on-line as is possible.

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

CVCHS state assessment scores put us well above the state average and make us competitive with similar schools in our immediate area. However, we are constantly working to improve on past success. While we are meeting the needs of all student at one level, we want get better and work to improve our approach. Out CAASPP score declined in 2017/18 and we have redoubled out efforts to scrutinize our approach to entry level math and language arts classes. With regard to CTE course access, we expanded our section offerings to allow more students access to computer application and game design courses, as well as upgrading our CTE cuisine classes. We continued to support our five academy options to ensure that students have as much choice as possible to access those programs.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We did not offer the ED Tech professional development opportunities in the summer of 2018. We also anticipated other conference expenses not get spent. We did expand more on staffing than was initially budgeted but that was due to high interest in new Digital tech courses and the need for additional sections.

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.

CVCHS is going through both Charter Renewal and WASC in the 2019/20 school year and anticipates making material changes to the LCAP during the self-study process.

Goal 2

Close the achievement gap for our high-risk and lower performing student populations.

State and/or Local Priorities addressed by this goal:

State Priorities: Basic Services, Implementation of State Standards, Pupil Achievement, Pupil Engagement, Course Access, Pupil Outcomes

Local Priorities: Close Achievement Gap

Annual Measurable Outcomes

EXPECTED		ACTUAL	
Local Metric	Interventions: Students who attend the Credit Recovery Program will demonstrate increase in the number of passing grades. (P-7)	Local Metric	Interventions: 75% of the students who attended the Credit Recovery Program experienced grade improvement of at least 10%. Decrease from 86% in 2017/18. **NOT MET**
State Metric	English Language Learners will increase proficiency as demonstrated by making progress through performance levels.(P-4)	State Metric	English Language Learners increased proficiency by 21.5% as demonstrated by making progress through performance levels (2017/18). **MET**
State Metric	Performance on standardized tests: At least 60% of student subgroups will improve their percentage of meeting or exceeding standards on the CAASPP assessment by 2%. (P-4)	State Metric	Performance on the 2018-2019 CAASPP assessment remained steady at 56% on ELA exam and increased by 2% on Math. **NOT MET**
State Metric	English learner reclassification rate: CVCHS English learner reclassification rate will increase by 1% (P-4)	State Metric	English learner reclassification rate: CVCHS English learner reclassification was 38.5% for 21017/18. **MET**

EXPECTED		ACTUAL	
State Metric	High school graduation rate - CVCHS will maintain a graduation rate of 95% or higher (P-5)	State Metric	High school graduation rate - CVCHS achieved a graduation rate of 99% for the 2018-2019 school year. **MET**
State Metric	High school dropout rate - CVCHS will maintain a dropout rate of 4% or lower (P-5)	State Metric	High school dropout rate - CVCHS achieved a dropout rate of <1% for the 2018-2019 school year. **MET**
State Metric	Middle school dropout rate - N/A (CVCHS serves grades 9-12)	State Metric	Middle school dropout rate: N/A (CVCHS serves grades 9-12)

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
Credit Recovery Program	Provided On-Line Credit Recovery Program – Strong Minds	Salaries and Advanced Academics subscription: $55,000 1000-1999: Certificated Personnel Salaries 4000-4999: Books and Supplies	Salaries and Strong Minds subscription: $60,000 1000-1999: Certificated Personnel Salaries 4000-4999: Books and Supplies

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provided quality intervention programs.	Provided Intervention Program (Saturday Bridge to Success) and salary for College & Career Counselor to assist Foster Youth, EL, SED students to increase graduation rates, increase percentage of students who are college ready and UC/CSU eligible, and reduce dropout rates	Salaries for Saturday Bridge to Success Program and College & Career Counselor: $110,000 1000-1999: Certificated Personnel Salaries	Salaries for Saturday Bridge to Success Program and College & Career Counselor: $110,000 1000-1999: Certificated Personnel Salaries

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide targeted summer remediation and enrichment programs.	Provided Summer Bridge and Summer College Prep programs	Salaries for Summer Bridge and Summer College Prep programs: $65,000 1000-1999: Certificated Personnel Salaries	Salaries for Summer Bridge and Summer College Prep programs: $80,000 1000-1999: Certificated Personnel Salaries

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Increased EL achievement.	Increased EL achievement by staffing an ELD/SDAIE teacher	Salary for ELD/SDAIE teacher: $72,000 1000-1999: Certificated Personnel Salaries	Salary for ELD/SDAIE teacher: $25,000 1000-1999: Certificated Personnel Salaries

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Strengthen and expand AVID program for freshmen.	Staffed an AVID teacher	Salary for AVID teacher: $72,000 1000-1999: Certificated Personnel Salaries	Salary for AVID teacher: $100,000 1000-1999: Certificated Personnel Salaries

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

CVCHS has built a robust Response to Intervention (RTI) model including teacher office hours, tutoring, credit recovery (both on campus and online), Saturday and After School programs designed to assist lower performing students throughout the year, English Learner targeted support in the classroom and summer support programs

for intervention in math and English. CVCHS exposes all students to rigorous levels of learning while providing targeted support to those at-risk students who need remediation and intervention early and often.

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

Current data analysis indicates CVCHS's intervention programs are increasing student achievement and expected learner outcomes, as demonstrated by the decrease in D and F grades, an increase in English Learner reclassification rates, and an increase in graduation rates. With the support from the staff and community, CVCHS is reviewing its failure free policy, with particular focus on improving the consistency of grading and late work policies. In addition, we have expanded our Targeted Case Management program (TCM) to include all administrators and counselors. All these staff members have a caseload of at least five students with whom they check in with on a bi-weekly basis.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Estimated Actual Expenditures for 2018-2019 were slightly under the Budgeted Expenditures largely due to the reduction of the Saturday Bridge and Credit Recovery programs by one Saturday. CVCHS received a College and Career Readiness block grant to offset costs of the College and Career Counselor as well as the AVID Program Coordinator. This reduced the LCFF funds spent on these two expenditures. In addition, the anticipated capacity needed to accommodate EL students was not as large as was budgeted. An extra $15,000 was allocated to provide after school SAT Prep classes for students who would not otherwise have access to those services.

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.

For the 2018-2019 school year, CVCHS is expanding these programs to include more support for online credit recovery, adding a more academic and social emotional counseling support, and Targeted Case Management. These changes are reflected in the Goal 2 actions and services section of the LCAP for 2018-2019.

Goal 3

Continue to implement and expand character development strategies and programs.

State and/or Local Priorities addressed by this goal:

State Priorities: Pupil Achievement, Pupil Engagement, School Climate

Local Priorities: Character Education

Annual Measurable Outcomes

	EXPECTED		ACTUAL
Local Metric	The total number of staff who are trained in Character Education will increase. (P-1)	Local Metric	Training not held. **NOT-MET**
State Metric	Other local measures: 50% of CVCHS sophomores will attend "Challenge Day". (P-6)	State Metric	Other local measures: 86% of CVCHS sophomores attended "Challenge Day". **MET**
State Metric	Other local measures: 90% of CVCHS incoming freshmen will attend the Summer Transition Program(P-6)	State Metric	Other local measures: 94% of CVCHS incoming freshmen attended the Summer Transition Program. **MET**
State Metric	Other local measures: CVCHS will demonstrate an average of 80% positive feedback on stakeholder climate surveys. (P-6)	State Metric	Other local measures: Parent satisfaction with academic program is 91% and school communication is 96%, on April 2019 survey **MET**
State Metric	Student suspension rate: CVCHS will maintain a 6% or lower suspension rate. (P-6)	State Metric	Student suspension rate: CVCHS maintained a 2.0% suspension rate. **MET**
State Metric	Student expulsion rate: CVCHS will maintain a 1% or lower expulsion rate. (P-6)	State Metric	Student expulsion rate: CVCHS maintained a 0% expulsion rate. **MET**
State Metric	Facilities maintained in good repair: CVCHS will pass site inspections and any issues will be addressed in a timely fashion.(P-1)	State Metric	Facilities maintained in good repair: CVCHS passed site inspections and any issues were addressed in a timely fashion or reported to Mt. Diablo Unified School District. **MET**
State Metric	School attendance rate: CVCHS will maintain a 95% or higher ADA rate. (P-5)	State Metric	School attendance rate: CVCHS maintained a 95.4% ADA rate. **MET**
State Metric	Chronic absenteeism rate: CVCHS will maintain a 6% chronic absenteeism rate or lower.(P-5)	State Metric	Chronic absenteeism rate: CVCHS maintained a 4.2% chronic absenteeism rate. **MET**
State Metric	Efforts to seek parent input: CVCHS will send out regular communications including ways for parents to be involved at school (Newsletters, Bulletins, Eagle's Eye, Voyage of the Eagle).(P-3)	State Metric	Efforts to seek parent input: CVCHS sent out regular communications including ways for parents to be involved at school (Parent Newsletters, Bulletins, and Special Communications). **MET**
State Metric	Promotion of parental participation: CVCHS will utilize at least 100 parent volunteers.(P-3)	State Metric	Promotion of parental participation: CVCHS utilized more than 100 parent volunteers throughout the year for Challenge Day, registration days, and other activities. **MET**

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
Structure the character education curriculum.	Professional Development: Character Counts Institute & Staff Stipends	Character Counts Institute and Staff Stipends: $30,000 5800: Professional/ Consulting Services and Operating Expenditures 1000-1999: Certificated Personnel Salaries	Character Counts Institute was not held due changes in staff

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide meaningful character building experiences.	Provided meaningful character building experiences through Challenge Day	Program operating expenditures for Challenge Day $25,000 5800: Professional/ Consulting Services and Operating Expenditures	Program operating expenditures for Challenge Day $25,000 5800: Professional/ Consulting Services and Operating Expenditures

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide structured high school transition process for new students.	Provided structured Freshman Transition program, including Link Crew, for incoming students.	Freshman transition program, Link Crew, and associated staff stipends: $28,000 5800: Professional/ Consulting Services and	Freshman transition program, Link Crew, and associated staff stipends: $28,000 5800: Professional/ Consulting Services and

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
		Operating Expenditures 1000-1999: Certificated Personnel Salaries 5000-5999: Services and Other Operating Expenditures	Operating Expenditures 1000-1999: Certificated Personnel Salaries 5000-5999: Services and Other Operating Expenditures

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Expand scope and focus of Red Ribbon Week.	Expanded scope and focus of Red Ribbon Week.	Operating expenses: $3,000 5000-5999: Services and Other Operating Expenditures	Operating expenses: $3,000 5000-5999: Services and Other Operating Expenditures

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Expand activities of Link Crew and Leadership classes.	Staffed Link Crew and Leadership teacher sections.	Staff salaries: $50,000 1000-1999: Certificated Personnel Salaries	Staff salaries: $50,000 1000-1999: Certificated Personnel Salaries

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide and support freshman students with counselor.	Created and staffed a counseling position dedicated to the freshman class.	Staff salary for counselor: $95,000 1000-1999: Certificated Personnel Salaries	Staff salary for counselor: $95,000 1000-1999: Certificated Personnel Salaries

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide and support students struggling with social-emotional issues.	Created and staffed a new MFT position that is dedicated to at risk students/populations.	Staff salary for MFT: $100,000 1000-1999: Certificated Personnel Salaries	Staff salary for MFT: $50,000 1000-1999: Certificated Personnel Salaries

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

Character Education has a direct influence on suspension and expulsion rates, as well as being important in maintaining a positive and safe campus climate. During the 2018-2019 school year, CVCHS held three character assemblies where the student population was exposed to effective messages about maintaining positive peer relationships, digital citizenship and social media use and the dangers of drug use. We provided a Challenge Day experience for sophomores as well as a robust 4-day Freshman Transition to all incoming 9th graders. As an extension of the Freshman Transition program, Link Crew has been integrated during the school year in 9th grade Physical Education classes to continue the character building principles outlined in the Freshman Transition Program. In addition to support for students, we also offered two evening parent outreach events dealing with the topics of awareness of student social media use and the increase in the use of e-cigarettes among students.

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

2018-2019 data analysis indicates that our staff is invested in character education and support. Beginning with the 2017-2018 school year, an additional character education program was implemented at the 9th grade level using the Character Counts curriculum once a week in Physical Education classes. As these new initiatives and programs continue over the next few years, CVCHS expects the school-wide data to demonstrate growth in this area. Data collected from CVCHS Parent Surveys reflect our community's confidence that CVCHS has a positive school culture and safe campus.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Projected Budgeted Expenditures for 2018-2019 were met for Goal 3 Character Education. Instead of using funds for Every 15 Minutes, we expanded character education through the expanded school assemblies, beyond Red Ribbon Week and Character Counts curriculum led by our freshman advisor and P.E. teachers. Additionally, at the beginning of the 2018-2018 school year, a new MFT position was added as an extra layer of support for

students struggling with a variety of social-emotional issues. The MFT's caseload varies but includes a number of 'at risk' students from unduplicated populations.

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.

CVCHS plans to expand its Character Education program to include yearlong implementation of the Character Counts curriculum in an expanded number of classrooms, while also providing on-going professional development to teachers during monthly staff development. CVCHS also will add additional counseling support to help augment character-building programs such as Red Ribbon Week, drug and alcohol education, and other character building opportunities for all students. By expanding these programs and ensuring yearlong implementation, CVCHS seeks to decrease suspension rates as indicated on the CA school dashboard. Additionally, funds not used in their entirety for Actions related to Goals 1 and 2 were shifted to Goal 3 to support the addition of the MFT position to our counseling support department. All of changes are reflected in the areas of greatest need and Goal 2 sections of the 2017-2018 LCAP.

Stakeholder Engagement

LCAP Year: **2018-2019**

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?

Meetings with various stakeholder groups were conducted to share our current information and gather feedback from stakeholders. Presentations were made to each stakeholder group on the LCAP goals, state priorities, metrics, program, activities, and the ongoing actions and services. After the initial draft of the LCAP was created, meetings/presentations to solicit feedback and answer questions were held with the following stakeholder groups on the dates listed below:

May 7th	Administrative Team meeting for review of LCAP draft document
May 17th	Classified Staff meeting for review of LCAP draft document
May 20th	Drop-in Faculty Conferences for review of LCAP draft document
May 21st	Department Chair and Academy Lead meetings for review of LCAP draft document
May 21st	Parent Faculty Committee Meeting for review of LCAP draft document
May 23rd	ELAC (English Language Advisory Committee) Meeting for review of LCAP draft document
May 24th	Presentation to students (ASB and Renaissance Leadership) or review of LCAP draft document
June 12th	LCAP Hearing at the CVCHS Board Meeting

A draft version of the LCAP was also sent to the Contra Costa County Office of Education for review and feedback.

These stakeholders included unduplicated parents (EL, SED, and foster youth), parents, students, staff, administrators, community members, and County Administrators. All were important to the evaluation and creation of 2019-2020 LCAP. At these meetings, participants were encouraged to submit further questions, comments, or concerns about the LCAP that arose after the meeting to the principal—Jeff Anderson—via his email address (which was provided).

Questions and feedback varied depending on the group that was reviewing the LCAP. Our Classified team focused on academic issues, such as the size of math classes and the rigor of certain programs on our campus. Though these items are not directly related to the specific actions from the LCAP, they arose after reading through the metric data included in our draft document. Similarly, our Parent group focused on the relationship between the LCAP goals and our WASC process (we have a WASC visit in the spring of 2020). While not specific to our draft LCAP, they wondered if our WASC process would inform the LCAP goals next year as we enter in to the next LCAP 3-year cycle. Our ELAC also met and expressed interest in participating in the initial 3-year LCAP goal setting meeting. They also wanted to know more about how we arrived at our goals and had questions about LCFF budget versus LCAP spending (where they overlap and where they are different). Our teaching staff was given an initial draft of our LCAP document a week prior and administrators were available during teacher prep periods to answer any questions or take comments on the LCAP. Teachers were also given the option to email questions or comments to the principal. However, the feedback was received from the teaching staff was minimal in either of those forums (conference or emailed question). Our teacher leadership teams—the Department Chair and Academy Lead teams—met and we discussed over-budgeting on some Professional Development and sheltered sections of ELD classes. This excess funding was moved from those action items to expanding our Digital Arts and Technology Pathway and adding a MFT Counselor to our staff. The meeting where the document was intended to share with the teacher bargaining unit was canceled and no meeting has been rescheduled to date.

Impact on LCAP and Annual Update

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

Much of the conversation during these consultations revolved around our Charter Renewal, WASC process, and setting goals for our next 3-year LCAP cycle—all of which will occur during the 2019-2020 school year. Though no direct changes were made or asked for by our various stakeholder groups regarding the Goals and Actions for next year's LCAP, the connection between the three documents (Charter, WASC self-study, and the next 3-year LCAP cycle) was very clear in every conversation. There is a lot of excitement about leveraging our new charter language and the findings/action plan of our upcoming WASC Self-Study to help inform our next set of goals and action steps for the new LCAP. Additionally, since stakeholder participation is currently high due to these various items being worked on simultaneously, there is a great hope that LCAP participation will be equally high next year when we draft our next 3-year plan.

Additionally, in consultation with both the parent and classified staff, the need to ensure we better track the outcomes of our interventions targeted at unduplicated students was brought up. While most of our unduplicated students access the services provided by the LCAP, as a site we need to develop a better way to measure their success rate as well as track student progress.

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

Goal 1

Implement curriculum, instruction, and assessment reflective of Common Core State Standards, Next Generation Science Standards (NGSS), and College and Career Readiness.

State and/or Local Priorities addressed by this goal:

State Priorities: Basic Services, Implementation of State Standards, Pupil Achievement, Pupil Engagement, Course Access, Pupil Outcomes

Local Priorities: Rigor/Relevance Framework

Identified Need:

A rigorous and relevant program preparing all students for success.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Student Lexile levels	2016-17: 49 point increase	Students will demonstrate an average increase of 25 points from their base Lexile level.	Students will demonstrate an average increase of 25 points from their base Lexile level.	Students will demonstrate an average increase of 25 points from their base Lexile level.
Percentage of teachers and the administrative team attending Curriculum Institute	2016-17: 48% of teachers and the administrative team attended the Curriculum Institute	30% of teachers and the administrative team will attend the Curriculum Institute.	30% of teachers and the administrative team will attend the Curriculum Institute.	30% of teachers and the administrative team will attend the Curriculum Institute.

Percentage of teachers and the administrative team attending EdTech Symposium	2016-17: 37% of teachers and the administrative team attended the EdTech Symposium	30% of teachers and the administrative team will attend the EdTech Symposium.	30% of teachers and the administrative team will attend the EdTech Symposium.	30% of teachers and the administrative team will attend PD for the implementation of Educational Technology
Student performance on standardized assessments (CAASPP)	2016-17 CAASPP Data: 77% ELA, 55% Math	Students will meet or exceed the state average performance on the CAASPP.	Students will meet or exceed the state average performance on the CAASPP.	Students will meet or exceed the state average performance on the CAASPP.
Percentage of students meeting UC/CSU A-G requirements	2016-17: 65% of students met UC/CSU A-G requirements	At least 60% of students will meet UC/CSU A-G requirements.	At least 60% of students will meet UC/CSU A-G requirements.	At least 60% of students will meet UC/CSU A-G requirements.
Percentage of students enrolled in AP courses	2016-17: Students enrolled in AP courses increased by 11%	Students enrolled in AP courses will increase by 2%.	Students enrolled in AP courses will increase by 2%.	Students enrolled in AP courses will increase by 2%.
Percentage of students determined prepared for college by the Early Assessment Program	2016-17 EAP Data: 39% ELA, 22% Math	Students determined prepared for college by the Early Assessment Program will increase.	Students determined prepared for college by the Early Assessment Program will increase.	Students determined prepared for college by the Early Assessment Program will increase.
Score on Academic Performance Index	N/A	N/A	N/A	N/A
Rate of teacher mis-assignment	2016-17: 0% teacher mis-assignment	Will maintain a 0% mis-assignment rate.	Will maintain a 0% mis-assignment rate.	Will maintain a 0% mis-assignment rate.
Student access to standards-aligned instructional materials	2016-17: Continued to implement CCSS English and Math instructional materials	Continue to implement CCSS English and Math instructional materials.	Continue to implement CCSS English and Math instructional materials.	Continue to implement CCSS English and Math instructional materials.
Implementation of SBE academic and performance content standards for all students	2016-17: Implemented instructional guides and benchmark assessments based on the CCSS as well as ELD standards for EL students	Continue to implement instructional guides and benchmark assessments based on the CCSS as well as ELD standards for EL students.	Continue to implement instructional guides and benchmark assessments based on the CCSS as well as ELD standards for EL students.	Continue to implement instructional guides and benchmark assessments based on the CCSS as well as ELD standards for EL students.

Students meet with counselors for graduation checks and course selection	2016-17: All students met with counselors for graduation checks and course selection	All students will meet with counselors for graduation checks and course selection.	All students will meet with counselors for graduation checks and course selection.	All students will meet with counselors for graduation checks and course selection.

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)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	CVCHS

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)	**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)

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	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Support literacy development for all students (Achieve3000	Support literacy development for all students (Achieve3000	Support literacy development for all students (Achieve3000

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Subscription for literacy development)	Subscription for literacy development)	Subscription for literacy development)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$30,000	$30,000	$30,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	4000-4999: Books and Supplies	4000-4999: Books and Supplies	4000-4999: Books and Supplies

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)

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

All	CVCHS

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)

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)

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	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Support CCSS implementation through continual professional development.	Support CCSS implementation through continual professional development.	Support CCSS implementation through continual professional development.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$40,000	$40,000	$40,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5800: Professional/Consulting Services and Operating Expenditures CVCHS Curriculum Institute professional development	5800: Professional/Consulting Services and Operating Expenditures CVCHS Curriculum Institute professional development	5800: Professional/Consulting Services and Operating Expenditures CVCHS Curriculum Institute professional development
Amount	$24,000	$24,000	$24,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Curriculum Institute staff stipends	1000-1999: Certificated Personnel Salaries Curriculum Institute staff stipends	1000-1999: Certificated Personnel Salaries Curriculum Institute staff stipends
Amount	$90,000	$90,000	$90,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Professional Development Director	1000-1999: Certificated Personnel Salaries Professional Development Director	1000-1999: Certificated Personnel Salaries Professional Development Director

Action 3

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

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

All	CVCHS

OR

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

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)

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
New	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Expand number of students enrolled in college and career academy programs and CTE Pathways.	Expand number of students enrolled in college and career academy programs and CTE Pathways.	Expand number of students enrolled in college and career academy programs and CTE Pathways.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$100,000	$100,000	$100,000
Source	Other (Grants)	Other (Grants)	Other (Grants)

Year	2017-18	2018-19	2019-20
Budget Reference	1000-1999: Certificated Personnel Salaries Staff PLTW sections	1000-1999: Certificated Personnel Salaries Staff PLTW sections	1000-1999: Certificated Personnel Salaries Staff PLTW sections
Amount	$10,000	$10,000	$10,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	4000-4999: Books and Supplies PLTW supplies and curriculum	4000-4999: Books and Supplies PLTW supplies and curriculum	4000-4999: Books and Supplies PLTW supplies and curriculum
Amount	$50,000	$50,000	$50,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Staff Digital Arts Academy Courses	1000-1999: Certificated Personnel Salaries Staff Digital Arts Academy Courses	1000-1999: Certificated Personnel Salaries Staff Digital Arts Academy Courses

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)

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

All	CVCHS

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)

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)

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	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Integrate educational technology to increase learning and engagement.	Integrate educational technology to increase learning and engagement.	Integrate educational technology to increase learning and engagement.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$6,000	$6,000	$6,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5800: Professional/Consulting Services and Operating Expenditures CVCHS EdTech Institute professional development	5800: Professional/Consulting Services and Operating Expenditures CVCHS EdTech Institute professional development	5800: Professional/Consulting Services and Operating Expenditures PD for the implementation of Educational Technology
Amount	$24,000	$24,000	$24,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries CVCHS EdTech Institute staff stipends	1000-1999: Certificated Personnel Salaries CVCHS EdTech Institute staff stipends	5800: Professional/Consulting Services and Operating Expenditures PD for the implementation of Educational Technology

Goal 2

Close the achievement gap for our high-risk and lower performing student populations.

State and/or Local Priorities addressed by this goal:

State Priorities: Basic Services, Implementation of State Standards, Pupil Achievement, Pupil Engagement, Course Access, Pupil Outcomes

Local Priorities: Close Achievement Gap

Identified Need:

Achievement gap with high-risk and lower performing student populations.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Students attending Saturday Bridge Program demonstrating an increase in grade performance	2016-17: 52% increase in grade performance	Students who attend the Saturday Bridge Program will demonstrate an increase in the number of passing grades.	Students who attend the Saturday Bridge Program will demonstrate an increase in the number of passing grades.	Students who attend the Saturday Bridge Program will demonstrate an increase in the number of passing grades.
Percentage of English Language Learners becoming English proficient	2016-17: English Language Learners RFEP rate increased by 21.5%	English Language Learners will increase proficiency as demonstrated by making progress through performance levels.	English Language Learners will increase proficiency as demonstrated by making progress through performance levels.	English Language Learners will increase proficiency as demonstrated by making progress through performance levels.
Percentage of student subgroups meeting or exceeding standards on state assessments (CAASPP)	2016-17 CAASPP Data: 77% ELA, 55% Math	At least 60% of student subgroups will improve their percentage of meeting or exceeding standards on the CAASPP assessment by 2%.	At least 60% of student subgroups will improve their percentage of meeting or exceeding standards on the CAASPP assessment by 2%.	At least 60% of student subgroups will improve their percentage of meeting or exceeding standards on the CAASPP assessment by 2%.
English learner reclassification rate	2016-17: 2% increase	English learner reclassification rate will increase by 1%.	English learner reclassification rate will increase by 1%.	English learner reclassification rate will increase by 1%.
High school graduation rate	2016-17: 99% graduation rate	Maintain a graduation rate of 95% or higher.	Maintain a graduation rate of 95% or higher.	Maintain a graduation rate of 95% or higher.

High school dropout rate	2016-17: 1% dropout rate	Maintain a dropout rate of 4% or lower.	Maintain a dropout rate of 4% or lower.	Maintain a dropout rate of 4% or lower.
Middle school dropout rate	N/A	N/A	N/A	N/A

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

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)	**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, and Low Income students	LEA-wide	CVCHS

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	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Credit Recovery Program – Advanced Academics – for use with EL, FY, and SED students	Credit Recovery Program – Strong Minds – for use with EL, FY, and SED students	Credit Recovery Program – Edgenuity – for use with EL, FY, and SED students

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$55,000	$55,000	$55,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries 4000-4999: Books and Supplies	1000-1999: Certificated Personnel Salaries 4000-4999: Books and Supplies	1000-1999: Certificated Personnel Salaries 4000-4999: Books and Supplies

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)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	CVCHS

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

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)	**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)

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	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide quality intervention programs.	Provide quality intervention programs.	Provide quality intervention programs.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$60,000	$60,000	$60,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Saturday Bridge to Success program	1000-1999: Certificated Personnel Salaries Saturday Bridge to Success program	1000-1999: Certificated Personnel Salaries Saturday Bridge to Success program
Amount	$50,000	$50,000	$50,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries College and Career Counselor	1000-1999: Certificated Personnel Salaries College and Career Counselor	1000-1999: Certificated Personnel Salaries College and Career Counselor

Action 3

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

Students to be Served:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	CVCHS

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)	**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)

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
New	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide targeted summer remediation and enrichment programs.	Provide targeted summer remediation and enrichment programs.	Provide targeted summer remediation and enrichment programs.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$65,000	$65,000	$65,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Summer Bridge and Summer College Prep programs	1000-1999: Certificated Personnel Salaries Summer Bridge and Summer College Prep programs	1000-1999: Certificated Personnel Salaries Summer Bridge and Summer College Prep programs

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

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)	**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	LEA-wide	CVCHS

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	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Increase English Learner achievement.	Increase English Learner achievement.	Increase English Learner achievement.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$72,000	$72,000	$50,000
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Staff ELD/SDAIE teacher	1000-1999: Certificated Personnel Salaries Staff ELD/SDAIE teacher	1000-1999: Certificated Personnel Salaries Staff ELD/SDAIE teacher

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)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	CVCHS

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)	**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)

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
New	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Strengthen and expand AVID program for freshmen.	Strengthen and expand AVID program for freshmen.	Strengthen and expand AVID program for freshmen.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$72,000	$72,000	$100,000
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Staff AVID teacher	1000-1999: Certificated Personnel Salaries Staff AVID teacher	1000-1999: Certificated Personnel Salaries Staff AVID teacher

Goal 3

Continue to implement and expand character development strategies and programs.

State and/or Local Priorities addressed by this goal:

State Priorities: Pupil Achievement, Pupil Engagement, School Climate

Local Priorities: Character Education

Identified Need:

An inclusive, safe, and thriving learning environment.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of teachers and the administrative team attending Character Education Training	2016-17: 48% of teachers and the administrative team were trained in Character Education	The total number of staff who are trained in Character Education will increase.	The total number of staff who are trained in Character Education will increase.	The total number of staff who are trained in Character Education will increase.
Percentage of sophomores attending Challenge Day	2016-17: 71% of sophomores attended Challenge Day	50% of sophomores will attend Challenge Day.	50% of sophomores will attend Challenge Day.	50% of sophomores will attend Challenge Day.
Percentage of incoming freshmen attending Summer Transition program	2016-17: 98% of incoming freshman attended the Summer Transition program	90% of incoming freshman will attend the Summer Transition program.	90% of incoming freshman will attend the Summer Transition program.	90% of incoming freshman will attend the Summer Transition program.
Average percentage of positive feedback on parent surveys	2016-17: 94.5% average	Demonstrate an average of 80% positive feedback on parent surveys.	Demonstrate an average of 80% positive feedback on parent surveys.	Demonstrate an average of 80% positive feedback on parent surveys.
Student suspension rate	2016-17: 3.5% student suspension rate	Maintain a 6% or lower student suspension rate.	Maintain a 6% or lower student suspension rate.	Maintain a 6% or lower student suspension rate.
Student expulsion rate	2016-17: 0% student expulsion rate	Maintain a student expulsion rate of 1% or lower	Maintain a student expulsion rate of 1% or lower	Maintain a student expulsion rate of 1% or lower
Facilities maintained	2016-17: Facilities were maintained in good repair. Passed site inspections and addressed issues in a timely fashion	Maintain facilities in good repair, passing site inspections and addressing issues in a timely fashion	Maintain facilities in good repair, passing site inspections and addressing issues in a timely fashion	Maintain facilities in good repair, passing site inspections and addressing issues in a timely fashion

Student attendance rate	2016-17: 96% Average Daily Attendance rate	Maintain a 95% or higher ADA rate.	Maintain a 95% or higher ADA rate.	Maintain a 95% or higher ADA rate.
Chronic absenteeism rate	2016-17: 4.2% chronic absenteeism rate	Maintain a 6% or lower chronic absenteeism rate.	Maintain a 6% or lower chronic absenteeism rate.	Maintain a 6% or lower chronic absenteeism rate.
Seek parent input with regular communications including ways for parents to be involved at school	2016-17: Sent regular communications including ways for parents to be involved	Send out regular communications including ways for parents to be involved at school (Newsletters, Bulletins, Eagle's Eye, and Voyage of the Eagle).	Send out regular communications including ways for parents to be involved at school (Newsletters, Bulletins, Eagle's Eye, and Voyage of the Eagle).	Send out regular communications including ways for parents to be involved at school (Newsletters, Bulletins, Eagle's Eye, and Voyage of the Eagle).
Promotion of parental participation	2016-17: More than 100 parent volunteers throughout the year at Challenge Day, registration days, and other activities	Utilize at least 100 parent volunteers.	Utilize at least 100 parent volunteers.	Utilize at least 100 parent volunteers.

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)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	CVCHS

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)	**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)

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	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Structure the character education curriculum.	Structure the character education curriculum.	Structure the character education curriculum.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$12,000	$12,000	$12,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5800: Professional/Consulting Services and Operating Expenditures Character Counts Institute	5800: Professional/Consulting Services and Operating Expenditures Character Counts	5800: Professional/Consulting Services and Operating Expenditures Character Counts
Amount	$18,000	$18,000	$18,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Character Counts Institute staff stipends	1000-1999: Certificated Personnel Salaries Character Counts Institute staff stipends	1000-1999: Certificated Personnel Salaries Character Counts Institute staff stipends

Action   2

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

Students to be Served:	Location(s):
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	CVCHS

OR

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

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

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	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide meaningful character building experiences.	Provide meaningful character building experiences.	Provide meaningful character building experiences.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$10,000	$10,000	$10,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5800: Professional/Consulting Services and Operating Expenditures Challenge Day	5800: Professional/Consulting Services and Operating Expenditures Challenge Day	5800: Professional/Consulting Services and Operating Expenditures Challenge Day
Amount	$10,000	$15,000	$15,000
Source	Supplemental	Supplemental	Supplemental

Year	2017-18	2018-19	2019-20
Budget Reference	5800: Professional/Consulting Services and Operating Expenditures Every 15 Minutes	5800: Professional/Consulting Services and Operating Expenditures School Wide Assemblies focused on Social Emotional Development and Well Being	5800: Professional/Consulting Services and Operating Expenditures School Wide Assemblies focused on Social Emotional Development and Well Being

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)

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

All	CVCHS

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)

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)

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
New	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide structured high school transition process for new students.	Provide structured high school transition process for new students.	Provide structured high school transition process for new students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$10,000	$10,000	$10,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5800: Professional/Consulting Services and Operating Expenditures Freshman Transition program	5800: Professional/Consulting Services and Operating Expenditures Freshman Transition program	5800: Professional/Consulting Services and Operating Expenditures Freshman Transition program
Amount	$10,000	$10,000	$10,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Freshmen Transition program staff stipends	1000-1999: Certificated Personnel Salaries Freshmen Transition program staff stipends	1000-1999: Certificated Personnel Salaries Freshmen Transition program staff stipends
Amount	$8,000	$8,000	$8,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5000-5999: Services and Other Operating Expenditures Link Crew	5000-5999: Services and Other Operating Expenditures Link Crew	5000-5999: Services and Other Operating Expenditures Link Crew

Action   4

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

Students to be Served:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	CVCHS

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)	**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)

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	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Expand scope and focus of Red Ribbon Week.	Expand scope and focus of Red Ribbon Week.	Expand scope and focus of Red Ribbon Week.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$3,000	$3,000	$3,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5000-5999: Services and Other Operating Expenditures Red Ribbon Week	5000-5999: Services and Other Operating Expenditures Red Ribbon Week	5000-5999: Services and Other Operating Expenditures Red Ribbon Week

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)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	CVCHS

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)	**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)

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
	New	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Expand activities of Link Crew and Leadership classes.	Expand activities of Link Crew and Leadership classes.	Expand activities of Link Crew and Leadership classes.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$50,000	$50,000	$50,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Staff Link Crew and Leadership teacher	1000-1999: Certificated Personnel Salaries Staff Link Crew and Leadership teacher	1000-1999: Certificated Personnel Salaries Staff Link Crew and Leadership teacher

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)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	CVCHS

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)	**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)

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
New	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide and support freshman students with counselor.	Provide and support freshman students with counselor.	Provide and support freshman students with counselor.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$95,000	$95,000	$95,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Freshman Advisor	1000-1999: Certificated Personnel Salaries Freshman Advisor	1000-1999: Certificated Personnel Salaries Freshman Advisor

Action   7

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)

Location(s):

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

OR

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

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
EL, FY, and SED	LEA-wide	CVCHS

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
	New	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide and support students struggling with social-emotional issues.	Created and staffed a new MFT position that is dedicated to at risk students/populations.	Staff a MFT position that is dedicated to at risk students/populations.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		$100,000	$100,000
Source		Supplemental	Supplemental
Budget Reference		1000-1999: Certificated Personnel Salaries MFT Counselor	1000-1999: Certificated Personnel Salaries MFT Counselor

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
$918,528	4.55%

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

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

Clayton Valley Charter High School is spending supplemental funds on a variety of actions and services to support our three overarching LCAP goals:

Goal 1: Implement curriculum, instruction, and assessment reflective of Common Core State Standards, Next Generation Science Standards (NGSS), and College and Career Readiness.

Goal 2: Close the achievement gap for our high-risk and lower performing student populations.

Goal 3: Continue to implement and expand character development strategies and programs.

These goals were born out of the CVCHS WASC accreditation self-study and first articulated in the WASC action plan (CVCHS was subsequently granted a six-year "clear" accreditation). This plan and the widespread stakeholder involvement that drove its creation, became the foundation of our initial LCAP. In this first annual update, we have expanded the actions and services to reflect larger supplemental apportionments over the course of the three years. CVCHS supplemental funds are nearly all used in a charter-wide manner, apart from the EL teacher expenditure. This allocation is justified in two ways. First, the actions and services enumerated in the LCAP, while designated as charter-wide, all work to support the needs and growth of our unduplicated subgroups. For example, one of our expenditures under Goal 2 is for our Saturday Bridge to Success program. While this is available to all CVCHS students, it specifically targets those students who would traditionally be lower performing (i.e. those subgroups that make up the unduplicated students) and an analysis of the attendance information demonstrates these are the types of students making up the majority of those we serve with this program. Secondly, these actions and services represent the will of CVCHS stakeholders as they worked to initially articulate them in the WASC action plan, and then validate their application through the LCAP process.

Based on the proportionality target identified above and calculated pursuant to 5 CCR 15496(a), CVCHS will provide for increases in actions and services directly affecting our unduplicated students well in excess of this obligation. The next Budget Summary of the LCAP provides for detailed supporting evidence in quantitative fashion.

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

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

Plan Summary

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

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

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

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

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under *EC* Section 52064.5.

Comprehensive Support and Improvement

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

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

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

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

> Using actual annual measurable outcome data, including data from the California School Dashboard, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

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

Stakeholder Engagement

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

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

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

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

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

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

Location(s)

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

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

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may

be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

New/Modified/Unchanged:

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

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

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

  - 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?

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