

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: American River Charter School

CDS Code:

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

LEA contact information: David Gleason, Director

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

Budget Overview for the 2019-20 LCAP Year

Projected Revenue by Fund Source

Total LCFF funds,
\$0, 0%

This chart shows the total general purpose revenue American River Charter School expects to receive in the coming year from all sources.

The total revenue projected for American River Charter School is \$, of which \$ is Local Control Funding Formula (LCFF), \$ is other state funds, \$ is local funds, and \$ is federal funds. Of the \$ in LCFF Funds, \$ is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much American River Charter School plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

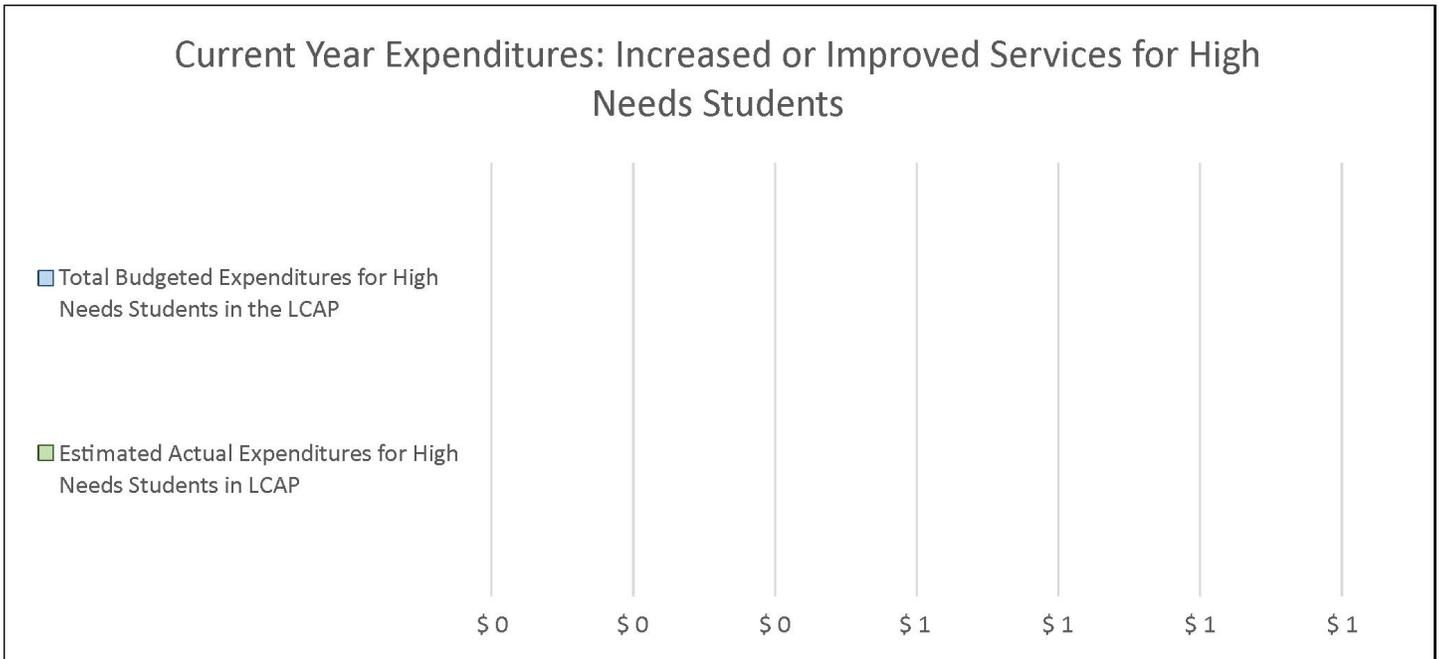
American River Charter School plans to spend \$ for the 2019-20 school year. Of that amount, \$ is tied to actions/services in the LCAP and \$ is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

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

LCFF Budget Overview for Parents

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



This chart compares what American River Charter School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what American River Charter School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, American River Charter School's LCAP budgeted \$ for planned actions to increase or improve services for high needs students. American River Charter School estimates that it will actually spend \$ for actions to increase or improve services for high needs students in 2018-19.

2019-20

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

[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
American River Charter School	David Gleason Director	dagleason@bomusd.org 530-333-8340

2017-20 Plan Summary

The Story

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

Black Oak Mine Unified School District serves the students of rural El Dorado County. Located 25 miles east of Sacramento, this area was famous for the discovery of gold. The main towns in the area are Cool and Georgetown, both of which host District TK - 6 sites. Other communities served include Garden Valley (home to Golden Sierra Junior/Senior High School), Greenwood, Pilot Hill, and Kelsey. In general, the socio-economic level of the Divide is below its neighbors in Auburn and Placerville. Many residents are commuters to the Sacramento area. Local occupations include construction, the service industry, farming, ranching, timber, education and now winery related jobs. The historical mining industry has ceased to exist and timber and logging related jobs have waned to nearly the point of extinction. The Georgetown Divide area has a large population of single parent households and also many families who have chosen to be single income families with stay-at-home moms. American River Charter School (ARCS), a dependent charter school of the Black Oak Mine USD, opened in fall of 2010 to educate students in grades TK through 12 who need or desire an alternative learning model to traditional public school education. Presently, ARCS offers two programs: a TK - 8th site based program which incorporates outdoor ed., project based thematic learning, and an Arts-infused curriculum and a TK - 12th Independent Study program which draws support from the community through its vendor options and wide variety of curricular choices.

LCAP Highlights

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

The 2019-2020 LCAP will continue to focus on academic improvement. All students will continue to receive instruction and the additional support necessary to move towards mastery of basic skills, both in math and ELA. ARCS students will continue to improve their technology competencies designed to equip them with the skills necessary to be college and career ready.

School culture and parent engagement remain priorities. ARCS purposes to engage all stakeholders to improve school climate and create a responsible, caring, and safe environment. ARCS will begin the process for WASC re-accreditation. ARCS will continue the process of building an improved support system to assist our 9 - 12 grade Independent Study students in matriculating to both two and four year colleges.

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

Goal 1: American River Charter School continued with support services in Reading throughout the 2018/19 school year by increasing services to upper grades and independent study students. ARCS also added computer Math and reading interventions for both Independent and site based students. Goals 1.2, 1.3, and 1.8 all addressed this need and were designed to support our Socioeconomically Disadvantaged and Foster Youth using multiple strategies and interventions to encourage success. Students participated in both push-in and pull-out support programs throughout the year that have resulted in improvements both in student reading abilities as shown on the STAR 360 Reading and Early Literacy assessments, as well as the Basic Reading Inventory (BRI), and the San Diego Quick (SDQ) assessments. STAR 360 Math assessments were also used in addition to embedded curriculum evaluations.

Goal 1.9 stated that we would purchase STAR 360 math assessments to support instruction for Socioeconomically Disadvantaged, English Learner, Foster youth, and Individualized Education Program students. This was done. Using data from this assessment, teachers were able to monitor all students to support proficiency in their classrooms. This tool shows that 60% of our students are now proficient in math.

Goal 2: Goal 2.6 states that we would purchase additional electronic devices for students to access online curriculum and to integrate technology in site K - 3 classes for Socioeconomically Disadvantaged, and Special Education students. This was partially done. Chromebooks and a Chrome book charging cabinet were purchased to create a classroom set in our 3rd and 4th grade class and also for our independent study classroom which serves students from TK-12. Additional laptop computers were purchased to support our Independent Study homeschool families who need connectivity away from our school campus to access a-g high school coursework as well as digital educational courses designed for our younger students. This has freed up time in our computer lab which allows for more individualized and group remediation using research based programs.

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

Goal 1: The overall performance of ARCS in English Language Arts continues a slight 3 year improvement. The baseline year of 14/15 showed 38 percent of students at or above grade level which has increased to our 17/18 year showing 51 percent of students at or above grade level. Our Math results have lacked consistency but have improved slightly over the same 3 year time frame. The baseline year of 14/15 showed 29 percent of students at or above grade level and our 17/18 results show 38 percent of students at or above grade level.

(data from edreports.org which gets the data from the California Department of education) Our goal for the 2019/2020 school year is to increase student proficiency to 65 percent in ELA and 45 percent in Math.

To address these goals in ELA, ARCS began implementing multiple individualized reading programs this past year. These programs will be expanded and enhanced by having instructional aides in every class attend trainings with the goal of having services delivered directly and immediately within the class instead of delivery through pull out programs. Our Independent Study students attended similar programs on campus one day a week this year and our goal is to increase the number of days for these students in the 19/20 school year.

Our math goals are similar to the ELA goals. We plan to increase instructional aide knowledge so they may become an even bigger asset to the classroom teacher and students. There has been some concern about the cohesiveness of our current math curriculum between age groups so we are investigating options to create a more seamless transition as students move through our program.

Technology: ARCS will be installing 70 inch TVs in each classroom. This will allow our teachers to deliver instruction in an interactive manner to engage students in the learning process. These installations are the second step. the first being getting computers into the classrooms, into integrating technology in our educational delivery. We also believe that the proper use of this technology demonstrates and ingrains in our students that technology is a tool for learning and creating and not just a "toy"

Goal 2: The adoption and implementation of Next Generation Science Standards (NGSS) curriculum based upon California State Standards is a goal for the 2019/20 school year. We hope this adoption will take place in November 2019 and curriculum expected to become available in January 2020. ARCS is participating with the other schools within the BOMUSD to research and select curriculum which will benefit our diverse student population. Staff will continue to independently develop Common Core State Standards-focused units of study until it becomes available.

Technology: ARCS will be installing 70 inch TVs in each classroom. This will allow our teachers to deliver instruction in an interactive manner to engage students in the learning process. These installations are the second step. the first being getting computers into the classrooms, into integrating technology in our educational delivery. We also believe that the proper use of this technology demonstrates and ingrains in our students that technology is a tool for learning and creating and not just a "toy"

Goal 3: Our self evaluation shows that improvement has been made in School Culture and Engagement but there is always more work to be done. Referrals/suspensions have been reduced and Average Daily Attendance percentages remain stable. School Culture continues to be positive.

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

None of our student groups is two or more performance levels below the "all student" performance level.

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

LCAP Year Reviewed: **2018-19**

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

Goal 1

Academics - To improve English-Language Arts and Math skills to meet or exceed Common Core State Standards

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

SDQ
BRI
STAR 360
SBAC
California School Dashboard

Actual

When this LCAP was created the SBAC scoring was not available. We will update this data when the final results from the State of California becomes available.

Expected

18-19

1. By spring 2019:

80% of ARCS students will be reading at Proficient levels in grades 3 - 8.

The average for 2018 was 78.6, so this is a reachable goal.

We expect to fall fully within "green" on the Dashboard.

The score for our students with "disabilities" rose 31.5 points.

The score for our SED students rose 28.3 points, both a significant increase.

We expect these to continue to increase. According to SBAC, those having met or nearly met proficient:

Grade 3 = 73%

Grade 4 = 53%

Grade 5 = 81%

Grade 6 = n/a

Grade 7 = 82%

Grade 8 = 81%

Baseline

2014/15 SBAC near/at proficient: 90% participation

ELA:

Grade 3 = 37%

Grade 4 = 58%

Grade 5 = 75%

Grade 6 = 79%

Grade 7 = 70%

Grade 8 = 88%

Grade 11 = 100%

Metric/Indicator

SBAC

STAR 360 Math Assessment

California School Dashboard

18-19

2. By spring 2019:

70% of ARCS students will score proficient, according to the SBAC data.

3rd and 4th graders need more practice in preparing for SBAC to improve their scores. According to SBAC, those having met or nearly met proficient:

Grade 3 = 44%

Grade 4 = 53%

Grade 5 = 72%

Grade 6 = n/a

Grade 7 = 69%

Actual

When this LCAP was created the SBAC scoring was not available. We will update this data when the final results from the State of California becomes available.

Expected

Grade 8 = 80%

Baseline

2014/15 SBAC near/at proficient 90% participation

Math:

Grade 3 = 36%

Grade 4 = 71%

Grade 5 = 54%

Grade 6 = 63%

Grade 7 = 90%

Grade 8 = 80%

Metric/Indicator

BOMUSD writing assessment rubric

18-19

By spring 2019:

80% of ARCS students will score proficient

45% of students with disabilities

70% of students identified as socioeconomically disadvantaged.

Baseline

2014/15

Grades 2 - 6 (1 - 4 rubric) 2

Grades 7 - 8 (1 - 5 rubric) 3

Average 68% Proficient 3

SED 53% Proficient 3

Actual

Students continue to show consistency. 70% of students show proficiency.

Actions / Services

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

Action 1

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

1. We will continue to offer more Professional Development for teaching the Common Core State Standards in Math, Reading, and Writing for both site and IS staff.

Two staff participated in several technology trainings hosted by BOMUSD in preparation of implementation of the new technology to be installed in each classroom. These trainings were provided free of cost.

5000-5999: Services And Other Operating Expenditures Base \$1,000

5000-5999: Services And Other Operating Expenditures LCFF Base 0

Action 2

Planned Actions/Services

2. We will continue to implement reading intervention programs like SIPPS (Systematic Instruction in Phoneme Awareness, Phonics and Sight Words) and Read Naturally by offering training to staff and purchasing reading materials and programs for independent study and site socioeconomically disadvantaged student, foster youth, and students with individualized education programs. (the only modification of this action is it was combined into one action from #s 2 and 4 from 2017-18)

Actual Actions/Services

Continued with the SIPPS program along with Read Naturally, Reading Eggs and Lexia. Staff did not attend training this year.

Budgeted Expenditures

5000-5999: Services And Other Operating Expenditures Supplemental \$200

(Read Naturally, Reading Eggs, Lexia) 4000-4999: Books And Supplies Supplemental \$2,000

Estimated Actual Expenditures

5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 0

4000-4999: Books And Supplies LCFF Supplemental and Concentration \$2000.00

Action 3

Planned Actions/Services

3. We will continue to employ a .75 reading teacher to support our socioeconomically disadvantaged students and foster youth on strategies and interventions.

Actual Actions/Services

Employed .75 reading teacher who supported our SES and foster youth with learning strategies and interventions.

Budgeted Expenditures

1000-1999: Certificated Personnel Salaries Supplemental \$46,906

Estimated Actual Expenditures

1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$46,906

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4. We will continue to offer math and reading tutoring to all independent study and site students who are non-proficient on the fall Common Core State Standard assessment. (this is only modified for 2017-18 as this action combines the classified salary expenditures of #3 and #8.	Math and Reading tutoring was provided by instructional assistants to the students with Common Core State Standard non-proficient assessment results.	2000-2999: Classified Personnel Salaries Supplemental \$51,249	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 51,249

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
5. We will purchase more Common Core State Standards based math and English-Language Arts curriculum to reach our measurable outcomes.	Purchased Common Core State Standards based Math and English Language Arts curriculum (PO#s 190202, 190203, 190205, 190210, 190241, 190364)	(replace consumable Benchmarks, TK-4 math, and new for 5th/6th) 4000-4999: Books And Supplies Base \$2,500	4000-4999: Books And Supplies LCFF Base \$5,100

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
6. We will continue to offer Visual and Performing Arts classes/curriculum to TK-8 site students.	Visual and Performing Arts was provided to students by Instructional Assistants using Art in Action as a springboard for customized art curriculum. The GSHS music teacher provided instruction to students. Art in Action curriculum was purchased as well as additional supplies.	5000-5999: Services And Other Operating Expenditures Base \$13,000 4000-4999: Books And Supplies Base	2000-2999: Classified Personnel Salaries LCFF Base \$13,000 4000-4999: Books And Supplies LCFF Base \$3,000

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
--------------------------	-------------------------	-----------------------	-------------------------------

7. We will continue to partially support curriculum based-field trips for all site students.

Several field trips were supported during this school year as several classes chose to utilize buses as their source of transportation rather than private cars. In addition, overnight trip insurance was paid for the students in two classes who attended overnight learning experiences.

5000-5999: Services And Other Operating Expenditures Base \$2,000

5000-5999: Services And Other Operating Expenditures LCFF Base \$2,000

Action 8

Planned Actions/Services

8. We will purchase STAR 360 Math/English-Language Arts to support instruction for Socioeconomically Disadvantaged, foster youth, and students with Individualized Education Programs.

Actual Actions/Services

ARCS was included in the district-wide purchase of STAR 30 Math/English for the 2018-19 school year.

Budgeted Expenditures

(ARCS share of Star 360 district-wide purchase) 4000-4999: Books And Supplies Supplemental \$5,000

Estimated Actual Expenditures

4000-4999: Books And Supplies LCFF Supplemental and Concentration \$5,000

Action 9

Planned Actions/Services

9. We will purchase Next Generation Science curriculum and materials. (This was modified from 2017-18 as the curriculum purchase is for all students)

Actual Actions/Services

Purchased science textbooks and materials that were used during the 2018-19 school year. Still awaiting the release/adoption of the Next Generation curriculum.

Budgeted Expenditures

(purchase to be made when available, after adoption in November) 4000-4999: Books And Supplies Base \$5,000

Estimated Actual Expenditures

4000-4999: Books And Supplies LCFF Base \$1,000

Action 10

Planned Actions/Services

10. We will purchase books and curriculum to support English-Language Arts and library needs.

Actual Actions/Services

Benchmark Advanced, Explode the Code, class sets of novels/books were purchased during the 2018-19 school year.

Budgeted Expenditures

4000-4999: Books And Supplies Base \$1,000

Estimated Actual Expenditures

4000-4999: Books And Supplies LCFF Base \$1,500

Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
11. We will support S.T.E.A.M. (Science, Technology, Engineering, Arts, Mathematics) activities throughout the student body.	S.T.E.A.M. educational activities were supported during the 2018-19 school year. Classes attended science-based field trips to Apple Hill, Powerhouse Science Center, Roller King, and SeaQ.	(i.e. Discovery Science - approximately 2 each for TK-3rd and 4th-8th) 5000-5999: Services And Other Operating Expenditures Base \$2,000	5000-5999: Services And Other Operating Expenditures LCFF Base \$2,000

Action 12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
12. We will implement programs/services for our middle and high school students in support of college/career readiness.	ARCS supported college/career readiness with the purchase of Edgenuity (A-G courses for students) and a variety of materials to support career options. It was decided that AVID participation would be considered in the future.	College Readiness Grant (send staff to AVID training; purchase Edgenuity) 5000-5999: Services And Other Operating Expenditures Other \$5,000	5000-5999: Services And Other Operating Expenditures Other \$5,000

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.

Overall our implementation was good. Books were purchased, educational field trips were taken, VAPA was implemented, increased implementation of support programs throughout the school occurred, We did not purchase NGS curriculum but we are participating with the district in searching for a curriculum that will meet our student's needs.

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

Overall effectiveness is good. We found a greater need to implement increased support services for our struggling students and we responded by increasing them.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We did not purchase NGS curriculum as it is still a discussion/research topic within the BOMUSD curriculum council.

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

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 2

Technology

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

Typing: Teacher observation, rubrics, and students' demonstration of skills on typing programs and program use.

18-19

Spring 2019:

Grades 3 & 4 10 - 15 WPM 70%

Grades 5 & 6 20 - 30 WPM 70%

Grades 7 & 8 35 - 45 WPM 70%

Baseline

Spring 2016: Grades 3 & 4 10+ WPM 50%

Spring 2015: Grades 5 & 6 20 WPM 50%

Grades 7 & 8 30 WPM 50%

Actual

Teachers used a variety of typing programs and reported improvement in all groups. Teachers also made use of in class computers which increased the familiarity of the keyboard and it's functions.

Grades 3&4 11 WPM 70%

Grades 5&6 20 WPM 70%

Grades 7&8 30 WPM 70%

Metric/Indicator

Google Docs/Microsoft products:

Not enough data to completely answer this outcome. Teachers also made use of in class computers which increased the familiarity of the keyboard and

Expected

Teacher observation, rubrics, and students' demonstration of skills on typing programs and program use.

18-19

Spring 2019:
Grade 6: 60% with 90% mastery
Grade 8: 90% with 90% mastery

Baseline

Grade 6: 25% with 90% mastery
Grade 8: 80% with 80% mastery

Metric/Indicator

Access of interventions and online classes as measured by class schedule and home school mater agreements

18-19

Spring 2019:
Grades 9 - 12: 50% participation

Baseline

Grades 9 - 12: 2015/16 33%

Actual

it's functions. The students began using Google Docs and learned about shared files.

Online classes increased in popularity this year. This increase included more difficult classes(AP English and AP Calculus) and students in middle school taking online courses. Interventions for all grades included Read Live--MobyMax--Reading Eggs, and others.

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

1. Continue .50 Tech support to help with implementing technology skills and maintenance of devices and networks.

Actual
Actions/Services

Continued with .5 tech support to assist with tech skills and maintenance of devices.

Budgeted
Expenditures

2000-2999: Classified Personnel
Salaries Base \$11,690

Estimated Actual
Expenditures

2000-2999: Classified Personnel
Salaries LCFF Base \$11,690

Action 2

Planned
Actions/Services

2. Potentially add Tech teacher to improve technology skills. This action is modified from 2017-18 as this is dependent on actual staffing of existing and new personnel for 2018-19.

Actual
Actions/Services

This position was not utilized for technology because the district created teacher stipend positions at each site (paid for by the sites) to handle technology needs. In addition, ARCS has on staff a part-time tech to meet the needs of both site and home school issues. Instead, enrollment in the home school program required hiring an additional teacher to be in compliance with the independent study teacher:student ratio. The teacher hired also filled the technology stipend position.

Budgeted
Expenditures

1000-1999: Certificated
Personnel Salaries Base \$35,000

Estimated Actual
Expenditures

1000-1999: Certificated
Personnel Salaries LCFF Base
\$35,000

Action 3

Planned
Actions/Services

3. Continue to purchase and/or replace electronic devices for students to use in math, English-Language Arts, and Technology for both site and independent study students.

Actual
Actions/Services

An electronic device purchase (60 chromebooks with carts), with the exception of laptops for home school students were included in a district-wide bid for new technology and were paid with the balance of the College/Career Readiness Grant. Bids for the home school laptops were not received prior to the purchase order cut-off date and will be included in the 2019-20 LCAP.

Budgeted
Expenditures

4000-4999: Books And Supplies
Base \$16,000

Estimated Actual
Expenditures

4000-4999: Books And Supplies
Other \$21,000

Analysis

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

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

We continue to expand our student access to technology and our support for teachers and staff as they improve their skills and implement the usage of technology in the classroom.

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

Overall the effectiveness was good. There was the occasional hiccup or delay which was usually related to financial accessibility and district program implementation. We added technology to the school and have plans to do more next year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We spent more on technology as we strived to increase access in lower grade levels.

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

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 3

School Culture and Engagement

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Metric/Indicator

1. Increased student engagement and on-task behaviors

18-19

Teachers will report continued on-task improvements and student engagement.

Baseline

Teacher/Admin observations 5% yearly improvement

Metric/Indicator

2. Disciplinary/class referrals and suspensions as measured by data reports in Aeries and SARC

18-19

Office referrals continue to remain low.
Suspensions will remain low.

Baseline

Referrals:
2013/14 35 referrals

Teachers continued to implement "hands on" activities for all grade levels. Examples of these activities included increased usage of our nature ares with guided special guest speakers, walking trips throughout our community, science related field trips, and many in class experiments, plays, etc. etc.

Office referrals remained low and suspensions were reduced to 1 site student(in house). Early in the year the referral protocol was not clear to all of our staff but as the procedures were clarified and the chain of referral became clear, referrals dropped. The staff and teachers did a wonderful job disciplining and talking to the appropriate people as the year progressed.

Expected

2014/15 19 referrals
2015/16 40 referrals
2016/17 18 referrals
Goal: 10% reduction

Suspensions:

2013/14 9 site students/12 total days
2014/15 2 site students/5 total days
2015/16 3 site students/5 total days
2016/17 2 site students/4 total days
Goal: 1% reduction

Metric/Indicator

3. Improved Attendance as measured by attendance reports in Aeries

18-19

Chronic Absenteeism

A new tool, California Dashboard, now uploads from Calpads our attendance information. An accurate number for this school year is not yet available.

We will continue our 1 day Independent Study policy for a second year.

Baseline

Chronic Absenteeism

2013/14 14%

ADA 96% at P2 with 208 enrollment

2014/15 15%

ADA 96% at P2 with 208 enrollment

2015/16 19%

ADA 98% at P2 with 178 enrollment

2016/17 4% (configured using full enrollment at P 2)

ADA 94% at P2 with 187 enrollment

Metric/Indicator

4. PBIS coupons returned by site students

18-19

Actual

Continued implementation of our short term Independent Study program has allowed students to stay on pace with their classmates.

We continued with the "Eagle Eggs" reward system and there was good participation. It has begun to lose it's impact over the years and we will consider a different program to create something new and fresh with the same goal of encouraging and rewarding positive behavior.

Expected

PBIS participation will remain high (100%) with additional awards given for faithful attendance and academic excellence.

Baseline

2014/15 90% participation
 2015/16 100% participation
 2016/17 100%

Actual

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1. Continue using PBIS Interventions and Love and Logic Strategies to create a safe learning environment (combined actions 1 - 3 into one action)	Two staff were sent to Love and Logic training and ARCS continued to use PBIS, reward students for positive behaviors. Student store was supported as well. There are staff who needed PBIS training but because training was not offered locally this school year, we will send staff to training in 2019-20 school year.	(Purchase awards and incentives) 4000-4999: Books And Supplies Base \$500 (PBIS & Love & Logic training for staff) 5000-5999: Services And Other Operating Expenditures Base \$750	4000-4999: Books And Supplies LCFF Base \$500 5000-5999: Services And Other Operating Expenditures LCFF Base \$200

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2. Continue to contract a one day/week counselor to provide interventions and social skill training for students with greater needs than staff can provide.	A counselor was on campus one day per week working with both individual students and groups providing social skill training to ARCS students.	5800: Professional/Consulting Services And Operating Expenditures Supplemental \$15,000	5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$15,000

Action 3

Planned

Actual

Budgeted

Estimated Actual

Actions/Services	Actions/Services	Expenditures	Expenditures
3. Continue to send independent study staff and parents to CCSA/CCIS conferences.	Due to scheduling conflicts with conference dates, parents and staff were unable to attend conferences this school year.	5000-5999: Services And Other Operating Expenditures Base \$3,000	5000-5999: Services And Other Operating Expenditures LCFF Base \$0.00

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4. Continue to strive for program unity by providing opportunities to include independent study student in site-based activities.	The Independent Study program made use of the computer lab 2 days a week this year during which they shared time and space with site based students. All FARCS events were extended to Independent Study students and their families.	(activity/on-campus or off-campus) 5000-5999: Services And Other Operating Expenditures Base \$500	4000-4999: Books And Supplies LCFF Base \$500

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.

All actions were implemented except the attendance of the Charter School Conference.

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

The counselor was a great asset this year. Overall effectiveness of these goals were good.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Did not attend the Charter School Conference.

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

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 4

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Actions / Services

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

Action 1

Analysis

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

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 5

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Actions / Services

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

Action 1

Analysis

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

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 6

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Actions / Services

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

Action 1

Analysis

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

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 7

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Actions / Services

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

Action 1

Analysis

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

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 8

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Actions / Services

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

Action 1

Analysis

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

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 9

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Actions / Services

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

Action 1

Analysis

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

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 10

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Actions / Services

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

Action 1

Analysis

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

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Stakeholder Engagement

LCAP Year: 2019-20

Involvement Process for LCAP and Annual Update

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

Introduction: American River Charter School believes that meaningful stakeholder engagement plays an important role in the development of a plan to effectively meet the needs of its students. To ensure that all stakeholders are involved, a variety of meetings and surveys were used in the LCAP process to review goals and most recent data.

Community Engagement: The following groups were involved in the LCAP development process.

1. Parent and Community Charter Council: This Council is comprised of parents, certificated and classified staff, community members, the Director, and other District staff. The BOMUSD convened a special session at ARCS to listen to an update of the LCAP. After tabulation of the stakeholder survey results, the ARCS council was informed of those results in two separate meetings using two different formats.
2. Parents: In January, parents were asked to evaluate ARCS in the following areas using an anonymous online or paper survey:
 - * Students are achieving well in the area of test scores and college/career readiness.
 - * Parents feel welcomed and encouraged to participate in school activities and events.
 - * ARCS maintains a positive school climate - a sense of safety and school connectedness.
 - * ARCS ensures sufficient student access to instructional materials, including technology.
 - * ARCS facilities are in good repair
 - * ARCS is effectively focusing on California State Standards.
 - * ARCS gives students access to core subjects that prepare them for high school, (i.e. ELA, math, social studies, science, music, visual and performing arts, health, P.E.) and Career/Technical education.
 - * Parents feel that their needs are met by office staff in a timely manner.
 - * Parents feel that teachers are friendly, helpful, and communicate with them in a timely manner.
 - * Parents feel like communication between staff, teachers, and home is effective.
3. Staff: Staff were also asked about their perceptions of ARCS. The surveys were wide ranging and a lack of consensus was not manifested except for one item.
 - * Staff felt that the ARCS campus could be in better repair. This extended from buildings to play areas.
 - * A couple examples of the wide divergence of opinion on other topics surveyed include---

Are you familiar with the LCAP---Do you understand the mission of ARCS--Are you comfortable sharing your ideas at staff meetings--Is there good communication between the ARCS director, staff, teachers. The results had respondents expressed themselves at all levels from strongly agree to strongly disagree

4. Students in grades 4 - 8 were asked to share what they believe to be ARCS' strengths and weakness during their May PE class and Thursday support class.

5. BOMUSD Board of Directors: The final LCAP was presented to this Board in June of 2019 for approval.

Impact on LCAP and Annual Update

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

The input received during the process detailed above shows that parents continue to approve of the unique purpose for which ARCS was created.

Thematically, the feedback demonstrated that ARCS should prioritize its efforts as follows:

1. Increase funding for educational field trips
2. Increase technology.
3. Increase science equipment and textbooks
4. Improve the library

Interestingly enough, these are similar priorities as previous years with a slightly different order.

While we implemented increased technology throughout the year, we plan to further increase our technology footprint in our upcoming year.

We have revamped funding and our working relationship with FARCS to hopefully have a more efficient manner in which to fund educational field trips and thus increase funds available for this endeavor.

In response to some staff concerns about communication with the director, An increase in staff meetings was implemented.

We created a separate survey for our home schooled families as we realized that their experience and needs are quite different from our site families.

Responses were on both ends of the 5 point spectrum depending upon the needs of their specific families, but generally families are happy with the program in which they are enrolled. In addition, only a small percentage of these families returned their surveys. We will consider ways to improve the percentage of response from this group.

Of the families that did respond, there was strong support for a Hybrid program. Home school families also indicated that they desired PE and Art Classes, academic tutoring, and social events dedicated to just home school families.

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)

Modified Goal

Goal 1

Academics - To improve English-Language Arts and Math skills to meet or exceed Common Core State Standards

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

To improve English Language Arts and Math skills to meet Common Core State Standards

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
SDQ BRI STAR 360 SBAC California School Dashboard	2014/15 SBAC near/at proficient: 90% participation ELA: Grade 3 = 37% Grade 4 = 58% Grade 5 = 75% Grade 6 = 79% Grade 7 = 70% Grade 8 = 88%	1. By spring 2018: 80% of ARCS students will be reading at Proficient level in grades 3-8 40% of students with and IEP 75% of low SED and foster youth.	1. By spring 2019: 80% of ARCS students will be reading at Proficient levels in grades 3 - 8. The average for 2018 was 78.6, so this is a reachable goal.	1. By spring 2020: 80% of ARCS students will be reading at Proficient levels in grades 3 - 8.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Grade 11 = 100%		<p>We expect to fall fully within "green" on the Dashboard.</p> <p>The score for our students with "disabilities" rose 31.5 points.</p> <p>The score for our SED students rose 28.3 points, both a significant increase. We expect these to continue to increase. According to SBAC, those having met or nearly met proficient:</p> <p>Grade 3 = 73%</p> <p>Grade 4 = 53%</p> <p>Grade 5 = 81%</p> <p>Grade 6 = n/a</p> <p>Grade 7 = 82%</p> <p>Grade 8 = 81%</p>	
<p>SBAC STAR 360 Math Assessment California School Dashboard</p>	<p>2014/15 SBAC near/at proficient 90% participation Math: Grade 3 = 36%</p> <p>Grade 4 = 71%</p> <p>Grade 5 = 54%</p> <p>Grade 6 = 63%</p> <p>Grade 7 = 90%</p> <p>Grade 8 = 80%</p>	<p>2. By spring 2018: 80% of ARCS students will score proficient 40% of students with an IEP 70% of low SED and foster youth.</p>	<p>2. By spring 2019: 70% of ARCS students will score proficient, according to the SBAC data. 3rd and 4th graders need more practice in preparing for SBAC to improve their scores. According to SBAC, those having met or nearly met proficient:</p> <p>Grade 3 = 44%</p> <p>Grade 4 = 53%</p> <p>Grade 5 = 72%</p>	<p>2. By spring 2020: 70% of ARCS students will score proficient, according to the SBAC data.</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
			Grade 6 = n/a Grade 7 = 69% Grade 8 = 80%	
BOMUSD writing assessment rubric	2014/15 Grades 2 - 6 (1 - 4 rubric) 2 Grades 7 - 8 (1 - 5 rubric) 3 Average 68% Proficient 3 SED 53% Proficient 3	3. By spring 2018, 85% of ARCS students grades 2-8 will score proficient (3) 45% of students with an IEP 70% of low SED and foster youth.	By spring 2019: 80% of ARCS students will score proficient 45% of students with disabilities 70% of students identified as socioeconomically disadvantaged.	By spring 2020: 80% of ARCS students will score proficient 45% of students with disabilities 70% of students identified as socioeconomically disadvantaged.

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)

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Modified Action

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

Unchanged Action

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

Modified Action
Unchanged Action

2017-18 Actions/Services

1. We will offer more Professional Development for teaching the CCSS in Math, Reading, and Writing for both site and IS staff.
2. We will continue to implement reading intervention programs like SIPPS and Read Naturally by offering training to staff.
3. We will continue to employ .25 reading teacher to support our SED and foster youth on strategies and interventions and provide for after school tutoring.
4. We will purchase supplemental reading materials and programs for IS, SED, foster youth, and IEP students.
5. We will purchase more CCSS based Math and ELA curriculums to reach our measurable outcomes.
6. We will offer Visual Arts and Music classes/curriculum for K - 8 site students
7. We will continue to partially support curriculum based field trips for all site students K - 8.
8. We will continue to offer tutoring in Math to all Site and IS students non-proficient on CCSS assessment in the fall.
9. We will purchase STAR 360 Math/ELA to support instruction for SED, EL, foster youth, and IEP students.

2018-19 Actions/Services

1. We will continue to offer more Professional Development for teaching the Common Core State Standards in Math, Reading, and Writing for both site and IS staff.

2019-20 Actions/Services

1. We will continue to offer Professional Development for teaching the State Standards in Math, Reading, and Writing for both site and IS staff.

10. We will purchase Next Generation Science books and materials for site to improve Non fiction ELA skills of SED, SpEd, and Low achieving students
 11. We will purchase books and curriculum to support ELA and library needs.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$200	\$1,000	\$1,000
Source	Supplemental	Base	LCFF Base
Budget Reference	5000-5999: Services And Other Operating Expenditures 1.2	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount	\$15,000		
Source	Supplemental		
Budget Reference	1000-1999: Certificated Personnel Salaries 1.3		
Amount	\$1,300		
Source	Supplemental		
Budget Reference	4000-4999: Books And Supplies 1.4		
Amount	\$33,589		
Source	Supplemental		
Budget Reference	2000-2999: Classified Personnel Salaries 1.8		

Amount	\$5,000		
Source	Supplemental		
Budget Reference	4000-4999: Books And Supplies 1.9		

Action 2

[Add Students to be Served selection here]	[Add Location(s) selection here]
--	----------------------------------

OR

Foster Youth Low Income	Schoolwide	All Schools
----------------------------	------------	-------------

Actions/Services

	Modified Action	Unchanged Action
	<p>2. We will continue to implement reading intervention programs like SIPPS (Systematic Instruction in Phoneme Awareness, Phonics and Sight Words and Read Naturally by offering training to staff and purchasing reading materials and programs for independent study and site socioeconomically disadvantaged student, foster youth, and students with individualized education programs. (the only modification of this action is it was combined into one action from #s 2 and 4 from 2017-18)</p>	<p>2. We will continue to implement reading intervention programs like SIPPS (Systematic Instruction in Phoneme Awareness, Phonics and Sight Words and Read Naturally by offering training to staff and purchasing reading materials and programs for independent study and site socioeconomically disadvantaged student, foster youth, and students with individualized education programs.</p>

Budgeted Expenditures

Amount	\$3,700	\$200	\$2,000
Source	Base	Supplemental	LCFF Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures 1.1 Educator Effectiveness	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount	\$2,000	\$2,000	\$3,500
Source	Base	Supplemental	LCFF Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies 1.5	4000-4999: Books And Supplies (Read Naturally, Reading Eggs, Lexia)	4000-4999: Books And Supplies
Amount	\$9,900		
Source	Base		
Budget Reference	5000-5999: Services And Other Operating Expenditures 1.6		
Amount	\$5,000		
Source	Base		
Budget Reference	5000-5999: Services And Other Operating Expenditures 1.7		
Amount	\$5,000		
Source	Supplemental		
Budget Reference	4000-4999: Books And Supplies 1.10		
Budget Reference			

Action 3

[Add Students to be Served selection here]	[Add Location(s) selection here]
--	----------------------------------

OR

Foster Youth Low Income	Schoolwide	All Schools
----------------------------	------------	-------------

Actions/Services

	Unchanged Action	Modified Action
	3.We will continue to employ a .75 reading teacher to support our socioeconomically disadvantaged students and foster youth on strategies and interventions.	3. We will continue to employ a .75 reading teacher to support our socioeconomically disadvantaged students and foster youth on strategies and interventions.

Budgeted Expenditures

Amount		\$46,906	\$46,906
Source		Supplemental	LCFF Supplemental and Concentration
Budget Reference		1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

Action 4

[Add Students to be Served selection here]	[Add Location(s) selection here]
--	----------------------------------

OR

Foster Youth Low Income	Schoolwide	All Schools
----------------------------	------------	-------------

Actions/Services

	Modified Action	Unchanged Action
--	-----------------	------------------

4. We will continue to offer math and reading tutoring to all independent study and site students who are non-proficient on the fall Common Core State Standard assessment. (this is only modified for 2017-18 as this action combines the classified salary expenditures of #3 and #8.

4. We will continue to offer math and reading tutoring to all independent study and site students who are non-proficient.

Budgeted Expenditures

Amount		\$51,249	\$51,249
Source		Supplemental	LCFF Supplemental and Concentration
Budget Reference		2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries

Action 5

All	All Schools
-----	-------------

OR

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

Actions/Services

	Unchanged Action	
	5. We will purchase more Common Core State Standards based math and English-Language Arts curriculum to reach our measurable outcomes.	5. We will purchase more Common Core State Standards based math and English-Language Arts curriculum to reach our measurable outcomes.

Budgeted Expenditures

Amount		\$2,500	\$5,000
Source		Base	LCFF Base
Budget Reference		4000-4999: Books And Supplies (replace consumable Benchmarks, TK-4 math, and new for 5th/6th)	4000-4999: Books And Supplies

Action 6

All	All Schools
-----	-------------

OR

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

Actions/Services

	Unchanged Action	Unchanged Action
	6. We will continue to offer Visual and Performing Arts classes/curriculum to TK-8 site students.	6. We will continue to offer Visual and Performing Arts classes/curriculum to TK-8 site students.

Budgeted Expenditures

Amount		\$13,000	\$13,000
Source		Base	LCFF Base
Budget Reference		5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount			\$2,000
Source		Base	LCFF Base
Budget Reference		4000-4999: Books And Supplies	4000-4999: Books And Supplies

Action 7

All	All Schools
-----	-------------

OR

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

Unchanged Action

Unchanged Action

7. We will continue to partially support curriculum based-field trips for all site students.

7. We will continue support curriculum based-field trips for all site students.

Budgeted Expenditures

Amount

\$2,000

\$2,500

Source

Base

LCFF Base

Budget Reference

5000-5999: Services And Other Operating Expenditures

5000-5999: Services And Other Operating Expenditures

Action 8

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

Foster Youth
Low Income

Schoolwide

All Schools

Actions/Services

Unchanged Action

8. We will purchase STAR 360 Math/English-Language Arts to support instruction for Socioeconomically Disadvantaged, foster youth, and students with Individualized Education Programs.

8. We will purchase STAR 360 Math/English-Language Arts to support instruction for Socioeconomically Disadvantaged, foster youth, and students with Individualized Education Programs.

Budgeted Expenditures

Amount		\$5,000	\$5,000
Source		Supplemental	LCFF Supplemental and Concentration
Budget Reference		4000-4999: Books And Supplies (ARCS share of Star 360 district-wide purchase)	4000-4999: Books And Supplies

Action 9

All	All Schools
-----	-------------

OR

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

Actions/Services

	Modified Action	Unchanged Action
	9. We will purchase Next Generation Science curriculum and materials. (This was modified from 2017-18 as the curriculum purchase is for all students)	9. We will purchase Next Generation Science curriculum and materials. (if it is approved)

Budgeted Expenditures

Amount		\$5,000	\$5,000
Source		Base	LCFF Base
Budget Reference		4000-4999: Books And Supplies (purchase to be made when available, after adoption in November)	4000-4999: Books And Supplies

Action 10

All	All Schools
-----	-------------

OR

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

	Unchanged Action	Unchanged Action
	10. We will purchase books and curriculum to support English-Language Arts and library needs.	10. We will purchase books and curriculum to support English-Language Arts and library needs.

Budgeted Expenditures

Amount		\$1,000	\$1,000
Source		Base	LCFF Base
Budget Reference		4000-4999: Books And Supplies	4000-4999: Books And Supplies

Action 11

OR

Actions/Services

	New Action	
	11. We will support S.T.E.A.M. (Science, Technology, Engineering, Arts, Mathematics) activities throughout the student body.	

Budgeted Expenditures

Amount		\$2,000	
Source		Base	
Budget Reference		5000-5999: Services And Other Operating Expenditures	

Action 12

OR

Actions/Services

	New Action	
	12. We will implement programs/services for our middle and high school students in support of college/career readiness.	

Budgeted Expenditures

Amount		\$5,000	
Source		Other	
Budget Reference		5000-5999: Services And Other Operating Expenditures College Readiness Grant (send staff to AVID training; purchase Edgenuity)	

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)

Modified Goal

Goal 2

Technology

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

To improve the keyboarding skills and computer applications use of students in grades 3 - 12

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Typing: Teacher observation, rubrics, and students' demonstration of skills on typing programs and program use.	Spring 2016: Grades 3 & 4 10+ WPM 50% Spring 2015: Grades 5 & 6 20 WPM 50% Grades 7 & 8 30 WPM 50%	Spring 2018: Grades 3 & 4 10 - 15 WPM 70% Grades 5 & 6 20 - 30 WPM 70% Grades 7 & 8 35 - 45 WPM 70%	Spring 2019: Grades 3 & 4 10 - 15 WPM 70% Grades 5 & 6 20 - 30 WPM 70% Grades 7 & 8 35 - 45 WPM 70%	Spring 2020: Grades 3 & 4 10 - 15 WPM 70% Grades 5 & 6 20 - 30 WPM 70% Grades 7 & 8 35 - 45 WPM 70%
Google Docs/Microsoft products:	Grade 6: 25% with 90% mastery	Spring 2018:	Spring 2019:	Spring 2020:

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Teacher observation, rubrics, and students' demonstration of skills on typing programs and program use.	Grade 8: 80% with 80% mastery	Grade 6: 60% with 90% mastery Grade 8: 90% with 90% mastery	Grade 6: 60% with 90% mastery Grade 8: 90% with 90% mastery	Grade 6: 60% with 90% mastery Grade 8: 90% with 90% mastery
Access to interventions and online classes as measured by class schedule and home school master agreements	Grades 9 - 12: 2015/16 33%	Spring 2018: Grades 9 - 12: 60% participation	Spring 2019: Grades 9 - 12: 50% participation	Spring 2020: Grades 3-8 30% participation Grades 9-12 50% participation

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)

All
[Add Students to be Served selection here]

Location(s):

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

All Schools
[Add Location(s) selection here]

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)

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

All Schools
[Add Location(s) selection here]

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 Action

Modified Action

New Action

2017-18 Actions/Services

1. Continue .50 Tech support to help with implementing technology skills and maintenance of devices and networks
 2. Continue .50 Tech/prep teacher to improve technology skills
 3. Purchase and/or replace electronic devices for students to use for intervention programs in Math, ELA, and Technology for both Site and Independent Study students.

2018-19 Actions/Services

1. Continue .50 Tech support to help with implementing technology skills and maintenance of devices and networks.

2019-20 Actions/Services

1. Continue .50 Tech support to help with implementing technology skills and maintenance of devices and networks.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$10,314	\$11,690	\$16,000
Source	Base	Base	LCFF Base
Budget Reference	2000-2999: Classified Personnel Salaries 2.1	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	\$29,713		
Source	Base		
Budget Reference	1000-1999: Certificated Personnel Salaries 2.2 -		

Amount	\$16,000		
Source	Base		
Budget Reference	4000-4999: Books And Supplies 2.3		

Action 2

All	All Schools
-----	-------------

OR

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

Actions/Services

	Modified Action	Modified Action
	2. Potentially add Tech teacher to improve technology skills. This action is modified from 2017-18 as this is dependent on actual staffing of existing and new personnel for 2018-19.	2. Professional Development in technology usage and educational implementation will be offered to both site and independent study teachers.

Budgeted Expenditures

Amount		\$35,000	\$4,000
Source		Base	LCFF Base
Budget Reference		1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount			\$5,000
Source			LCFF Base
Budget Reference			4000-4999: Books And Supplies

Action 3

All

All Schools

OR

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

Unchanged Action

3. Continue to purchase and/or replace electronic devices for students to use in math, English-Language Arts, and Technology for both site and independent study students.

Continue to purchase and/or replace electronic devices for students to use in math, English-Language Arts, and Technology for both site and independent study students.

Budgeted Expenditures

Amount

\$16,000

\$20,000

Source

Base

LCFF Base

Budget Reference

4000-4999: Books And Supplies

4000-4999: Books And Supplies

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)

Modified Goal

Goal 3

School Culture and Engagement

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Identified Need:

Improved School Climate and Pupil/Parent Engagement

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1. Increased student engagement and on-task behaviors	Teacher/Admin observations 5% yearly improvement	Teacher/Admin observations 5% improvement	Teachers will report continued on-task improvements and student engagement.	Teachers will report continued on-task improvements and student engagement.
2. Disciplinary/class referrals and suspensions as measured by data reports in Aeries and SARC	Referrals: 2013/14 35 referrals 2014/15 19 referrals 2015/16 40 referrals 2016/17 18 referrals Goal: 10% reduction	We realized almost a 50% reduction this year due to a realignment and implementation of a more efficient RTI/PBIS program. Our goal will	Office referrals continue to remain low. Suspensions will remain low.	Office referrals will continue to remain low. Suspensions will remain low.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>Suspensions: 2013/14 9 site students/12 total days 2014/15 2 site students/5 total days 2015/16 3 site students/5 total days 2016/17 2 site students/4 total days Goal: 1% reduction</p>	<p>be to continue at this lower referral rate. Referrals: 2017/18 7 students/17 referrals</p> <p>Suspensions: The suspension rate remains low. This goal will continue. 2017/18 3 students/5 total days</p>		
<p>3. Improved Attendance as measured by attendance reports in Aeries</p>	<p>Chronic Absenteeism 2013/14 14% ADA 96% at P2 with 208 enrollment 2014/15 15% ADA 96% at P2 with 208 enrollment 2015/16 19% ADA 98% at P2 with 178 enrollment</p> <p>2016/17 4% (configured using full enrollment at P 2) ADA 94% at P2 with 187 enrollment</p>	<p>Chronic Absenteeism Our goal will be to maintain or reduce the 4% that we experienced in 2016/17. We plan to address this further via our 3 day Independent Study policy being changed to 1 day.</p> <p>2017/18 ADA 97% average with 187 students</p>	<p>Chronic Absenteeism A new tool, California Dashboard, now uploads from Calpads our attendance information. An accurate number for this school year is not yet available.</p> <p>We will continue our 1 day Independent Study policy for a second year.</p>	<p>Chronic Absenteeism We will continue to strive for low total absenteeism with specific improvement in the site program.</p> <p>We will continue our 1 day Independent Study policy .</p>
<p>4. PBIS coupons returned by site students</p>	<p>2014/15 90% participation 2015/16 100% participation 2016/17 100%</p>	<p>PBIS participation will remain high (100%) with additional awards given for faithful attendance and academic excellence.</p>	<p>PBIS participation will remain high (100%) with additional awards given for faithful attendance and academic excellence.</p>	<p>PBIS participation will remain high with additional awards given for faithful attendance and academic excellence.</p>

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)

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Modified Action

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

Modified Action
Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

1. Continue PBIS Level 2 school-wide incentives and awards; continue using PBIS Interventions and Love and Logic Strategies to create a safe learning environment
2. Provide PBIS training to all staff
3. Send more staff to Love and Logic training
4. Contract a one day/weekly counselor to provide interventions and social skills

2018-19 Actions/Services

1. Continue using PBIS Interventions and Love and Logic Strategies to create a safe learning environment (combined actions 1 - 3 into one action)

2019-20 Actions/Services

1. Continue using PBIS Interventions and Love and Logic Strategies to create a safe learning environment and provide training for new employees.

training for students with greater needs than staff can provide.
 5. Offer Independent Study parents/staff attendance at CCSA/CCIS conferences
 6. Provide opportunities to include IS students in site based activities.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$500	\$500	\$500
Source	Base	Base	LCFF Base
Budget Reference	4000-4999: Books And Supplies 3.1	4000-4999: Books And Supplies (Purchase awards and incentives)	4000-4999: Books And Supplies
Amount	\$250	\$750	\$750
Source	Base	Base	LCFF Base
Budget Reference	5000-5999: Services And Other Operating Expenditures 3.2	5000-5999: Services And Other Operating Expenditures (PBIS & Love & Logic training for staff)	5000-5999: Services And Other Operating Expenditures
Amount	\$500		
Source	Base		
Budget Reference	5000-5999: Services And Other Operating Expenditures 3.3		
Amount	\$14,157		
Source	Supplemental		
Budget Reference	5000-5999: Services And Other Operating Expenditures 3.4		

Amount	\$3,000		
Source	Base		
Budget Reference	5000-5999: Services And Other Operating Expenditures 3.5		
Amount	\$500		
Source	Base		
Budget Reference	5000-5999: Services And Other Operating Expenditures 3.6		

Action 2

[Add Students to be Served selection here]	[Add Location(s) selection here]
--	----------------------------------

OR

Foster Youth Low Income	Schoolwide	All Schools
----------------------------	------------	-------------

Actions/Services

	Unchanged Action	Unchanged Action
	2. Continue to contract a one day/week counselor to provide interventions and social skill training for students with greater needs than staff can provide.	Continue to contract a one day/week counselor to provide interventions and social skill training for students with greater needs than staff can provide.

Budgeted Expenditures

Amount		\$15,000	\$20,000
Source		Supplemental	LCFF Supplemental and Concentration
Budget Reference		5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures

Action 3

All

OR

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

Actions/Services

	Unchanged Action	Unchanged Action
	3. Continue to send independent study staff and parents to CCSA/CCIS conferences.	Continue to send independent study staff and parents to Charter School conferences.

Budgeted Expenditures

Amount		\$3,000	\$5,000
Source		Base	LCFF Base
Budget Reference		5000-5999: Services And Other Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures

Action 4

All All Schools

OR

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

	Unchanged Action	Modified Action
	4. Continue to strive for program unity by providing opportunities to include independent study student in site-based activities.	Continue to strive for program unity by providing team building exercises for both site and independent study staff.

Budgeted Expenditures

Amount		\$500	\$1,000
Source		Base	LCFF Base
Budget Reference		5000-5999: Services And Other Operating Expenditures (activity/on-campus or off-campus)	5800: Professional/Consulting Services And Operating Expenditures
Amount			\$1,000
Source			LCFF Base
Budget Reference			4000-4999: Books And Supplies

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

New Goal

Goal 4

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Identified Need:

Expected Annual Measurable Outcomes

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

Planned Actions / Services

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

Action 1

OR

Actions/Services

Budgeted Expenditures

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

New Goal

Goal 5

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Identified Need:

Expected Annual Measurable Outcomes

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

Planned Actions / Services

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

Action 1

OR

Actions/Services

Budgeted Expenditures

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

New Goal

Goal 6

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Identified Need:

Expected Annual Measurable Outcomes

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

Planned Actions / Services

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

Action 1

OR

Actions/Services

Budgeted Expenditures

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

New Goal

Goal 7

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Identified Need:

Expected Annual Measurable Outcomes

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

Planned Actions / Services

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

Action 1

OR

Actions/Services

Budgeted Expenditures

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

New Goal

Goal 8

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Identified Need:

Expected Annual Measurable Outcomes

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

Planned Actions / Services

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

Action 1

OR

Actions/Services

Budgeted Expenditures

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

New Goal

Goal 9

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Identified Need:

Expected Annual Measurable Outcomes

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

Planned Actions / Services

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

Action 1

OR

Actions/Services

Budgeted Expenditures

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

New Goal

Goal 10

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Identified Need:

Expected Annual Measurable Outcomes

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

Planned Actions / Services

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

Action 1

OR

Actions/Services

Budgeted Expenditures

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

\$150,415

Percentage to Increase or Improve Services

9.05%

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).

To address the needs of our socioeconomically disadvantaged, foster youth and special education students American River Charter School continues to direct specific resources to improve the outcomes and increase the services for these targeted subgroups and to increase the effectiveness of its overall programming. These funds are used to increase staffing, training, resources and supports to meet the unique needs of each of the subgroups and are summarized as follows:

1. Reading Specialist placed in the 1st/2nd grade classroom to support young learners
2. SIPPS interventions, Read Live/Naturally, and after school tutoring.
3. Math Specialist: We will continue this position to serve both site and independent study students, specifically supporting our unduplicated pupils.
4. Increase Instructional Aides to x 5 + benefits: We will increase hours and continue to employ instructional aides for the specific purpose of supporting struggling learners, specifically our unduplicated pupils.
5. Invested resources to bring technology into every classroom with new teaching stations, new displays, new chrome books, communication systems.
6. Provided opportunities for disadvantaged youth for experiential activities through field trips, excursions, and team building activities outside the community.

These investments exceeded the 9.05% of increased services to disadvantaged students.

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

\$134,069

Percentage to Increase or Improve Services

9.31%

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).

To address the needs of our socioeconomically disadvantaged, foster youth and special education students American River Charter School is directing specific resources to improve the outcomes for these targeted subgroups and to increase the effectiveness of its overall programming. These funds are used to increase staffing, training, resources and supports to meet the unique needs of each of the subgroups and are summarized as follows:

1. Reading Specialist placed in the 1st/2nd grade classroom to support young learners
2. SIPPS interventions, Read Live/Naturally, and after school tutoring.
3. Math Specialist: We will continue this position to serve both site and independent study students, specifically supporting our unduplicated pupils.
4. Instructional Aides x 4 + benefits: We will increase hours and continue to employ instructional aides for the specific purpose of supporting struggling learners, specifically our unduplicated pupils.

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds

\$105,550.

Percentage to Increase or Improve Services

7.7%

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).

1. Reading Specialist: We created this position for the 2016/17 school year. We will continue this into the 1st & 2nd grade classroom to support young learners.
2. Math Specialist: We will create a similar position to support struggling students in math. This individual will serve both site and Independent Study students, specifically supporting our unduplicated pupils.
3. Instructional Aides x 5 + benefits: We will continue to employ instructional aides for the specific purpose of supporting struggling learners, specifically our unduplicated pupils.

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

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

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

Plan Summary

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

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

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

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

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

Comprehensive Support and Improvement

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

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

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

Stakeholder Engagement

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

charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, EC Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

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

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

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

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

Priority 2: Implementation of State Standards addresses:

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

Priority 3: Parental Involvement addresses:

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

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

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

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

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

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

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

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

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

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

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

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

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

Local Priorities address:

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

- (a) “Chronic absenteeism rate” shall be calculated as follows:
 - (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:
 - (A) enrolled less than 31 days
 - (B) enrolled at least 31 days but did not attend at least one day
 - (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
 - (i) are enrolled in a Non-Public School
 - (ii) receive instruction through a home or hospital instructional setting
 - (iii) are attending a community college full-time.
 - (2) The number of students who meet the enrollment requirements.
 - (3) Divide (1) by (2).
- (b) “High school dropout rate” shall be calculated as follows:
 - (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (c) “High school graduation rate” shall be calculated as follows:
 - (1) For a 4-Year Cohort Graduation Rate:
 - (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
 - (B) The total number of students in the cohort.
 - (C) Divide (1) by (2).
 - (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:
 - (A) The number of students who either graduated as grade 11 students or who earned any of the following:
 - (i) a regular high school diploma
 - (ii) a High School Equivalency Certificate
 - (iii) an adult education diploma
 - (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
 - (B) The number of students in the DASS graduation cohort.
 - (C) Divide (1) by (2).
- (d) “Suspension rate” shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).
- (e) “Expulsion rate” shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

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

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

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

Guiding Questions: Goals, Actions, and Services

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

Prepared by the California Department of Education, January 2019

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	219,295.00	221,645.00	155,623.00	219,295.00	211,405.00	586,323.00
Base	93,940.00	0.00	81,377.00	93,940.00	0.00	175,317.00
LCFF Base	0.00	75,490.00	0.00	0.00	82,750.00	82,750.00
LCFF Supplemental and Concentration	0.00	120,155.00	0.00	0.00	128,655.00	128,655.00
Other	5,000.00	26,000.00	0.00	5,000.00	0.00	5,000.00
Supplemental	120,355.00	0.00	74,246.00	120,355.00	0.00	194,601.00

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

Total Expenditures by Object Type						
Object Type	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	219,295.00	221,645.00	155,623.00	219,295.00	211,405.00	586,323.00
1000-1999: Certificated Personnel Salaries	81,906.00	81,906.00	44,713.00	81,906.00	50,906.00	177,525.00
2000-2999: Classified Personnel Salaries	62,939.00	75,939.00	43,903.00	62,939.00	67,249.00	174,091.00
4000-4999: Books And Supplies	32,000.00	39,600.00	29,800.00	32,000.00	48,000.00	109,800.00
5000-5999: Services And Other Operating Expenditures	27,450.00	9,200.00	37,207.00	27,450.00	19,250.00	83,907.00
5800: Professional/Consulting Services And Operating Expenditures	15,000.00	15,000.00	0.00	15,000.00	26,000.00	41,000.00

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

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	219,295.00	221,645.00	155,623.00	219,295.00	211,405.00	586,323.00
1000-1999: Certificated Personnel Salaries	Base	35,000.00	0.00	29,713.00	35,000.00	0.00	64,713.00
1000-1999: Certificated Personnel Salaries	LCFF Base	0.00	35,000.00	0.00	0.00	4,000.00	4,000.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration	0.00	46,906.00	0.00	0.00	46,906.00	46,906.00
1000-1999: Certificated Personnel Salaries	Supplemental	46,906.00	0.00	15,000.00	46,906.00	0.00	61,906.00
2000-2999: Classified Personnel Salaries	Base	11,690.00	0.00	10,314.00	11,690.00	0.00	22,004.00
2000-2999: Classified Personnel Salaries	LCFF Base	0.00	24,690.00	0.00	0.00	16,000.00	16,000.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	0.00	51,249.00	0.00	0.00	51,249.00	51,249.00
2000-2999: Classified Personnel Salaries	Supplemental	51,249.00	0.00	33,589.00	51,249.00	0.00	84,838.00
4000-4999: Books And Supplies	Base	25,000.00	0.00	18,500.00	25,000.00	0.00	43,500.00
4000-4999: Books And Supplies	LCFF Base	0.00	11,600.00	0.00	0.00	39,500.00	39,500.00
4000-4999: Books And Supplies	LCFF Supplemental and Concentration	0.00	7,000.00	0.00	0.00	8,500.00	8,500.00
4000-4999: Books And Supplies	Other	0.00	21,000.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Supplemental	7,000.00	0.00	11,300.00	7,000.00	0.00	18,300.00
5000-5999: Services And Other Operating Expenditures	Base	22,250.00	0.00	22,850.00	22,250.00	0.00	45,100.00
5000-5999: Services And Other Operating Expenditures	LCFF Base	0.00	4,200.00	0.00	0.00	17,250.00	17,250.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration	0.00	0.00	0.00	0.00	2,000.00	2,000.00
5000-5999: Services And Other Operating Expenditures	Other	5,000.00	5,000.00	0.00	5,000.00	0.00	5,000.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
5000-5999: Services And Other Operating Expenditures	Supplemental	200.00	0.00	14,357.00	200.00	0.00	14,557.00
5800: Professional/Consulting Services And Operating Expenditures	Base	0.00	0.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Base	0.00	0.00	0.00	0.00	6,000.00	6,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental and Concentration	0.00	15,000.00	0.00	0.00	20,000.00	20,000.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	15,000.00	0.00	0.00	15,000.00	0.00	15,000.00

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

Total Expenditures by Goal						
Goal	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	136,855.00	137,755.00	80,689.00	136,855.00	138,155.00	355,699.00
Goal 2	62,690.00	67,690.00	56,027.00	62,690.00	45,000.00	163,717.00
Goal 3	19,750.00	16,200.00	18,907.00	19,750.00	28,250.00	66,907.00

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

Expenditures Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20
All Funding Sources	132,045.00	131,845.00	130,023.00	132,045.00	144,655.00
Base	11,690.00	0.00	60,777.00	11,690.00	0.00
LCFF Base	0.00	11,690.00	0.00	0.00	16,000.00
LCFF Supplemental and Concentration	0.00	120,155.00	0.00	0.00	128,655.00
Other	0.00	0.00	0.00	0.00	0.00
Supplemental	120,355.00	0.00	69,246.00	120,355.00	0.00

Expenditures NOT Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20
All Funding Sources	98,940.00	101,490.00	111,116.00	98,940.00	82,750.00
Base	93,940.00	0.00	56,027.00	93,940.00	0.00
LCFF Base	0.00	75,490.00	0.00	0.00	82,750.00
LCFF Supplemental and Concentration	0.00	0.00	0.00	0.00	0.00
Other	5,000.00	26,000.00	0.00	5,000.00	0.00
Supplemental	0.00	0.00	55,089.00	0.00	0.00