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)

LCFF Evaluation Rubrics: 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
Connections Visual and Performing Arts Academy	Robert N. Griffith Superintendent	rgriffith@summbears.net 209-928-3498

2017-20 Plan Summary

The Story

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

Connections Visual and Performing Arts Academy

The Connections Visual and Performing Arts Academy is a charter school serving grades 7-12 located on the Summerville High School campus in Tuolumne, California. Connections VPAA opened its doors to 50 7th and 8th grade students in the fall of 2002. Each year after that, one more grade level was added, until Connections had its first graduating class in June of 2007. Currently, the enrollment in Connections is 232 students.

Connections VPAA and Summerville High School have a unique and cooperative relationship. The two programs are integrated on the same school campus, and students in each school benefit from the programs offered. The focus of Connections is visual and performing arts, and has drawn students from throughout the county who have a strong interest in these courses. Because of the strong enrollment in this program, several levels of art, choir, theater, music and dance classes are available, which strengthens the elective program for both Summerville and Connections students. Connections students are in turn able to benefit from the strong academic program existing at Summerville High School, and participate in athletics, ASB, school clubs, and the school band.

Because Connections VPAA is a charter school, specialized classes in non-core areas can be offered by non-credentialed teachers. This has allowed the program to develop specialty classes for academy students, such as ballet, academy theater, and an advanced theater productions course. Another benefit of operating as a charter school is that students who live outside of the Summerville High School District attendance boundaries may attend Connections without applying for an interdistrict attendance agreement. Students choosing to enroll in Connections sign an academic agreement which requires students to commit to enrolling in two visual and performing arts electives each semester, maintain grades of C or above, and demonstrate good attendance and behavior.

Parent involvement is a critical element of the success of the Connections VPAA and its students. Parents have formed an active booster club, "C.A.S.T.", which is the acronym for the "Creative Arts Support Team." There are also monthly meetings of the Connections Advisory Board, comprised of eight elected parents and the principal. On a regular basis, 15-20 parents attend the Advisory meetings to discuss budget, programs and upcoming events. Connections parents are also active on the Summerville High School Site council and the WASC leadership team.

Opening a separate school on the campus of an existing comprehensive high school with its own strong traditions, community support, and a strong identity has not been without challenges, for students and staff. The two schools have adapted to questions of class ranking, school colors and mascots, participation in activities, graduation ceremonies and opportunities in electives. The students of both schools are completely integrated into the academic program, and a visitor to the campus would not be able to distinguish a difference between students of either school.

LCAP Highlights

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

This year's LCAP focuses on the most important school and academic needs of our students and are identified in our goals. 1. Emphasizing a rigorous academic program for every student. 2. Increasing student engagement. 3. Increasing student preparation for their futures. The purpose of these goals is to emphasize preparation of every student for their futures in academics and life. Many of the actions emphasize school wide opportunities to increase effectiveness with all students and provide opportunities for our struggling and at risk students to be supported. The goals are tied to specific and measureable results that will indicate progress in critical areas that point to student growth and success. Targeted actions are focused on our at risk students as identified in the LCAP. These actions have been evaluated for effectiveness and maintained or improved for the next year. Additional actions are considered in an ongoing effort at improving student learning.

Review of Performance

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

Greatest Progress

Actions in place showed excellent progress. The ELD course was utilized by the teacher much better than in the past. Students participated in silent reading, grades were checked by the teacher, and assignments were followed up on from the original class. After school tutoring increased in usage and expanded to four days a week. Summer credit recovery switched to an online format in 2017. Students were faced with a higher rigor and showed success using this format. More courses were A-G approved including ASB for 2017-2018. The emphasis on SSTs has shown to be effective at getting parents, teachers, and students together to discuss the student's performance in the class. Increasing the capacity of staff in technology through PD expanded by providing seven training sessions for staff.

Greatest Needs

CAASPP scores for 2018 are pending. Implementing both Get Focused, Stay Focused had marginal implementation. Better teacher organization of the programs is encouraged. No AP trainings took place this year.

The CDE Dashboard indicators currently are suspension and graduation. The five by five indicator places Summerville at the "Very High", red range. Administrators and the Site Council have reviewed discipline policies to determine if discipline consequences are appropriate and to consider alternatives to suspension in some cases. Administrators are also reviewing attendance policies and practices to improve the chronic absenteeism rate. Administrators are reviewing suspensions and infractions on a case by case basis, while looking for other means of discipline.

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

Performance Gaps

The Dashboard five by five indicator for graduation shows that white students increased from the previous year to blue, "very high", above 95% graduation rate. However, socioeconomically disadvantaged students fell into the yellow range, 85-90% graduation rate. A discrepancy exists between the white population, and socioeconomically disadvantaged students in areas such as suspension, graduation rates, and can be assumed in other categories such as attendance, discipline, 504s, SSTs, and lower academic performance. Actions in this LCAP are meant to address these discrepancies through tutoring, support, SSTs, summer credit recovery, meetings with counselors, goal planning, CTE student engagement, support classes, teacher professional development, school crisis counseling, and improving campus climate.

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Increased or Improved services

A refined SST and RTI process is now in place. Administrators will continue to emphasize the ffectiveness of early intervention and classroom strategies to support the most at risk students. Students failing in private without identification and intervention is not an option. A multi-services and intervention approach will characterize our next steps. The cornerstone of this effort is early identification; a predetermined plan; caring adults who will take action; contact with parents; pursuit of every struggling student, and following up as a matter of routine.

Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures For LCAP Year	$2,379,713
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	$92,871

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

Expenditures that are not included in the LCAP are primarily operational costs that contribute to schools overall function:

1. Salaries and benefits for all certificated, classified, and management employees

2. Deferred Maintenance Costs

3. Special Education Costs

4. General supplies, contracts, and services for the operation of the district

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	$2,006,952

Annual Update

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

Goal #1. Provide a rigorous academic program for every student in Connections VPAA with the opportunity to learn at high levels through:

• full implementation of Common Core State Standards Math and ELA

• increase graduation rate increasing academic performance as measured by the CAASPP (California Assessment of Student Performance and Progress)

• Provide access to core curriculum to all students

State and/or Local Priorities addressed by this goal:

Priority One: Basic Conditions of Learning

Priority Two: State Standards

Priority Four: Pupil Achievement

Annual Measureable Outcomes

Expected	Actual
Graduation Rate: 92.4%	Estimated: 96%
SBAC 95% Tested: 95+%	TBD:
CASSPP 11th: Meets or exceeds standards. ELA 72% Math 41%	TBD:

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
Math 1 and 2: support classes ELA Development 1 and 2: support classes	Math 1 and 2: support classes ELA Development 1 and 2: support classes	$35,482.09-TOTAL $29,940.16 (1000)-Salaries $5,541.92(3000)-Benefits Supplemental (1000)-Salaries (3000)-Benefits	$35,482.09-TOTAL $29,940.16 (1000)-Salaries $5,541.92(3000)-Benefits Supplemental (1000)-Salaries (3000)-Benefits

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
After school tutoring	After school tutoring	$0	$0

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Core teachers to Math/Science Common Core training.	Three teachers were sent to NGSS training.	$0	$0

Action 4

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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Summer credit recovery for underperforming students	Summer credit recovery provided by BYU online portal.	$0	$0

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Admin provide annual student academic progress reviews to every student	Admin provided annual student academic progress reviews to every student	$0	$0

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
SBAC training on interim assessments for ELA and Math	Admin attended SBAC training to provide information to staff	$0	$0

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Qualify more courses for A-G requirements	Additional courses meeting A-G requirements were added	$0	$0

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Purchase common core curriculum	CDE has not approved the NGSS adoption in time for purchase this year	$0	$0

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.

Cell

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

The use of Math 1 and Math 2 support, and ELA Development courses were provided to identified at risk students. After school tutoring was provided throughout the year. Common core training and textbooks continue to be an emphasis along with NGSS training for science teachers. Summer credit recovery was provided in the summer of 2017 while all students have been seen by their counselor to review academic progress. Speech debate and court law was added to the master schedule and a teacher was hired to teach the course.

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

The California Dashboard and local indicators point to a conclusion of a high graduation rate. The school wide rate was 94.9% on the dashboard for 2017 and unavailable for this LCAP for 2018. By this measure the school showed excellent improvement in these academic measures while maintaining supremacy of scores over the state and county averages.

The school also reached its goal of 95% students tested in all categories in the SBAC in the spring 2018 testing cycle. The previous year's SBAC scores indicated a decline from the previous year. Current year data is unavailable as of this report.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

N/A

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

A new course entitled "Online Learning" will be introduced in the 2018-2019 school year. This course will target students who want to take college courses and also provide an opportunity for more at risk students to complete credit recovery during school hours through BYU online courses. This new action is listed under goal 3, action #6

Discussions in the science department involved identifying specific supports the LCAP provides for implementation of NGSS standards. The department recommended and it will be accepted, to identify actions targeted toward Science, not as "science common core, but NGSS." The 2018-2019 documents will reflect that. The Science department also indicated a preference to identify the need for training in new curriculum identified in action 8, goal 1. This change has been made for 2018-2019; 2019-2020. In addition, as the science department continues to incorporate NGSS standards, the need to provide access to appropriate lab facilities and equipment has surfaced. The concept of a single lab classroom, shared by all lab science classes has been discussed in addition to creating a more interactive classroom instruction environment in room 303. Options are being discussed with potential action #9 in goal one for 2018-2019.

LCAP Year Reviewed: 2017-18

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

Goal #2. Increase student engagement:

- Through increased use of student engagement instructional strategies in Connections VPAA classrooms.

- The use of technology instruction in the classroom

- Increase use of Character Counts and student recognition programs

- Engage students in character education through Character Strong curriculum.

State and/or Local Priorities addressed by this goal:

Priority Five: Pupil Engagement
Priority Six: School Climate

Annual Measureable Outcomes

Expected	Actual
Three Tech PD to staff	7 for 2017-2018.
Increase Attendance Rate	Estimated: 94.77%
Decrease Chronic Absenteeism	Estimated: 17.8%

Expected	Actual
Decrease suspension rate	Estimated: 9.5%
Decrease expulsion rates	Estimated: .0092% 6 out of 650 students)
Recognize students in Character Counts Program	6 CC Programs

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
Classified Experts	Classified Experts	$25,162.20-TOTAL $20,000 (1000) Salaries $5,162.20(3000) Benefits $22,000 Base Grant Expenditures Supplemental and Base Grant (1000) Salaries (3000) Benefits	$33,529.72-TOTAL $27,260.51 (1000) Salaries $6,269.21 (3000) Benefits Supplemental (1000) Salaries (3000) Benefits

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
• Professional development in classroom technology instruction through TCSOS	• Consultation and guidance provided to the Tech Committee and administration.	$0	$0

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Professional Development	Professional Development	$5,800-TOTAL $5,800 (5000) Services Travel/Conference Supplemental (5000) Services	$4,250.67-TOTAL $4,250.67 (5000) Services Travel/Conference Base Grant (5000) Services

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Expand instructional access to technology; and professional development for instruction for teachers	Expand instructional access to technology and professional development for instruction for teachers; and provided one on one access to tech for students	$61,209.90-TOTAL $55,636.75 (4000) Supplies $5,573 (5000) Services Supplemental (4000) Supplies (5000) Services Resource 0008 Dist. Defined 0199	$23,451.04-TOTAL $22,687.20 (4000) Supplies $763.84 (5000) Services Supplemental (4000) Supplies (5000) Services Resource 0008 Dist. Defined 0199- $22,687.20 Base Grant-$763.84

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Get Focused Stay Focused	Get Focused Stay Focused was	$0	$0

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	implemented this year		

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Engage students in character education through Character Strong curriculum.	Engage students in character education through Character Strong curriculum was introduced.	$2,000-TOTAL $2,000 (4000) Supplies Supplemental (4000) Supplies Resource 0935	$0

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.

Cell

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

Professional development emphasized the SST and RTI process for 2017-2018. The principal and grade level coordinators conducted increased meetings and intervention meetings with students and their adult stakeholders. Tech professional development increased with monthly "what's app'ening" segments in staff development. The school crisis counselor continued to provide services. The character strong curriculum was introduced in the school and the Character Counts celebrations took place monthly. Get Focused, Stay Focused was implemented this year.

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

The staff responded positively to the SST process. A reduction of requests for 504 plans resulted from these meetings. Students received increased targeted interventions aimed at their specific struggles.

Mr. Sweitzer has done an excellent job with the Character Counts program by recognizing students being caught showing positive character.

Teachers have continued to receive tech support professional development for classroom use of tech for instruction. Hardware for instruction and providing ongoing access to one to one devices has taken place at the school.

Students have shown a willingness to receive support for their personal issues with our crisis counselor. The counselor has shown great skill in supporting at risk populations who are struggling with personal issues. Students who feel safe at school tend to have higher attendance rates and be more successful.

Though attendance rates are high, suspension and expulsion rates remain high as well. Administrators have looked at and enforced alternative means for correction of student negative behavior. Expulsions have resulted from multiple drug infractions on campus. Suspensions have been adjusted for the most serious of infractions. Yet the numbers continue to be high, particularly for our free and reduced students.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The discrepancy between the budget and actual spending was primarily due to a less expensive iPad purchase as the new Educational iPads are offered at a lower cost than anticipated.

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.

Student engagement remains a high priority for the school, particularly for our most at risk students. Efforts will continue through the Get Focused, Stay Focused is a goal setting program that when fully implemented will cover student's grade 9-12. Pulling students into the SST process as early as possible will be a target for 2018-2019. Research indicates the more students are connected to the school by engaging in the processes and activities, the more successful they will be.

LCAP Year Reviewed: 2017-18

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

Goal #3. Increase student preparation for college, career, and community:

•   through increasing the percentage of students achieving A-G requirements for college.

•   Identify, refine, and implement efforts to prepare and connect students to future career opportunities through education, training, and work.

•   Increase communication of information to parents and students about post-secondary opportunities

State and/or Local Priorities addressed by this goal:

Priority Three: Parental Involvement

Priority Seven: Course Access

Priority Eight: Other Pupil Outcomes

Annual Measureable Outcomes

Expected	Actual
Percent graduating meeting a-g 51%	Estimated: 53%
Increase students in pathway programs 78% graduating seniors	Estimated 80% graduating seniors
4 year college senior enrollment 29%	Estimated: 30%
Seniors attending Columbia College 55%	Estimated: 57%

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
Provide equipment for Pathway instruction	Equipment and supplies were purchased for manufacturing, ag, and robotics.	$1,908.80-TOTAL $1,908.80 (4000) Supplies Base Grant-$2,143.71 Supplemental (4000) Supplies	$1,755.19-TOTAL $1,755.19 (4000) Supplies Base Grant-$1,755.19 Supplemental (4000) Supplies

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Increase student enrollment in Pathway courses	Pathway courses are emphasized to students through the registration process.	$0	$0

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
CTE teacher training	Multiple CTE teacher trainings were provided	CTEIG	$0

Action 4

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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
AP training for teachers	No teachers attended this year.	$2,000-TOTAL $2,000-(5000) Services Base Grant Base (5000) Services/Trav/Conf	$0

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Incorporate a Columbia College CTE course on campus for 2017-2018.	Incorporated a Columbia College CTE course on campus for 2017-2018.	$0	$0

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.

Cell

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

Efforts are being made to prepare more students for more options upon graduation from Connections VPAA. Involvement in a-g courses, career-tech education, and focus on the future guide students into a more defined future. Equipment dedicated to pathway instruction was purchased this year. The new course in Fire Science in a partnership with Columbia College increased the CTE participation. CTE training was a focus for the year, however no teacher were available for P training leading up to this school year.

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

More courses have been identified and qualified as a-g courses at Connections VPAA. GLCs are guiding more students into these courses, with the result being more students are graduating college ready going from 39% in 2013 to 55% in 2016. Emphasis on pathway courses and equipment has taken place through the CTIEG Grant.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Expenditures that impacted a discrepancy between budget and actuals was that teachers did not attend AP trainings during the 17-18 year.

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.

Efforts will target increasing a-g courses at the school. The school will continue implementing the curriculum "Get Focused, Stay Focused" for 2018-2019 and beyond. This curriculum guides students to make a 10 year plan for their future which includes, preparation, employment, education, family, and economic goals. GFSF has proven to reduce freshman failure rates, decrease drop outs and increase attendance, all contributing to a higher success rate for freshman transition and focus for students throughout the high school experience. Efforts will be made to continue to maintain a two year cycle of sending every AP teacher to professional development.

Stakeholder Engagement

Involvement Process for LCAP and Annual Update

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

The LEA has engaged the community in multiple efforts to solicit input into the LCAP. Shareholder meetings have been held where input was solicited from the School Site Council, the Tech Committee, PLC Leads, Staff, and the governing board. Parents were contacted through the "School Messenger" automated call program. The School Site Council is serving as the primary community review committee for the LCAP.

More school improvement issues that are imbedded in the LCAP are discussed in increasing regularity at school meetings. The use of technology continues to be a driving force on campus, both in planning and evaluating the instructional success. The technology committee has been a great resource in providing thoughtful review of the tech initiatives. The school board has a strong emphasis on academics. This emphasis includes regular reports to the board on student achievement, professional development, and student academic outcomes.

The LCAP input was discussed and information gathered at all of the following meetings:

September 7, 2017 Tech Committee

September 13, 2017 SSC

October 4, 2017 Tech Committee

October 11, 2018 SSC

November 1, 2017 Tech Committee

November 8, 2017 SSC

December 6, 2017 Tech Committee

December 13, 2017 SSC

January 3, 2018 Tech Committee

January 10, 2017 SSC

February 7, 2018 Tech Committee

February 14, 2018 SSC

March 7, 2018 Tech Committee

March 14, 2018 SSC

April 4, 2018 Tech Committee

April 11, 2018 SSC

April 13, 2018 Management Team Review of LCAP

April 17, 2018 CVPAA Advisory Group

April 18, 2018 SUHSD Board Budget Workshop

April 19, 2018 Administration Meeting with Science Department

April 26, 2018. SUHSD Certificated Staff

May 4, 2018. SUHSD Administrative Team Review

May 9, 2018 SSC

June 26, 2018. SUHSD School Board. First Reading

June 27, 2018. SUHSD School Board. Approval

Impact on LCAP and Annual Update

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

For SUHSD, the LCAP process is integrated into ongoing discussions and evaluations of programs, expenditures, outreach effectiveness, and LCAP goals. The outreach to stakeholders resulted in providing valuable information for continuing current actions, modifying actions, and adding new actions. Expansion of our course offerings will include an "online course". The online course offering will include access to Columbia College courses and BYU high school course credit recovery. In preparing students for college, career, and community, we will focus both on our college going students and students "at risk" of not graduating in the same classroom. Stakeholder input supports the an increase effectiveness of student engagement through technology; increasing teacher effectiveness through professional development in the areas of technology use, more professional development in RTI and student interventions, effective first teaching, and classroom intervention strategies. The discussions during the budget workshop on April 18 and with the science department on April 19th, have focused on the needs in continuing to implement NGSS. As the science department continues to incorporate NGSS standards, the need to provide access to appropriate lab facilities and equipment has surfaced. The concept of a single lab classroom, shared by all lab science classes has been discussed in addition to creating a more interactive classroom instruction environment in room 303. Options are being discussed with potential action #9 in goal one for 2018-2019 to include converting room 306 into a dedicated science lab.

Goals, Actions, & Services 2018-2019

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

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

Unchanged

Goal 1

Goal #1. Provide a rigorous academic program for every student in Connections VPAA with the opportunity to learn at high levels through:

- full implementation of Common Core State Standards
- increase graduation rate increasing academic performance as measured by the CAASPP (California Assessment of Student Performance and Progress)
- Provide access to core curriculum to all students

State and/or Local Priorities addressed by this goal:

Priority One: Basic Conditions of Learning

Priority Two: State Standards

Priority Four: Pupil Achievement

Identified Need:

To provide a challenging curriculum to every student.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Graduation Rate	2016 92.1%	92.4%	92.7%	93%
SBAC 95% Tested	2016 95%+	95+%	95+%	95+%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CASSPP 11th	2016 Meets/Exceeds ELA 71%. Math 40%.	ELA 72% Math 41%	ELA 73% Math 42%	ELA 74% Math 43%

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)

[Add Students to be Served selection here]

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

[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)

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

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

☒ English Learners ☒ Foster Youth ☒ Low Income	Limited to Unduplicated Student Group(s	Connections VPAA Grades 9-12

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
Modified	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Math 1 and 2: support classes ELA Development 1 and 2: support classes	Math 1 and 2: support classes ELA Development 1 and 2: support classes	Math 1 and 2: support classes ELA Development 1 and 2: support classes

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$35,482.09-TOTAL $29,940.16 (1000)-Salaries $5,541.92(3000)-Benefits	$18,314.26-TOTAL $15,252.73 (1000)-Salaries $3,016.53 (3000)-Benefits	$35,482.09-TOTAL $15,519.65 (1000)-Salaries $3,072.33 (3000)-Benefits
Source	Supplemental	Supplemental	Supplemental
Budget Reference	(1000)-Salaries (3000)-Benefits	(1000)-Salaries (3000)-Benefits	(1000)-Salaries (3000)-Benefits

Action 2

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

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

[Add Students to be Served selection here]

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

[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)

☒ English Learners   ☒ Foster Youth
☒ Low Income

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

Limited to Unduplicated Student Group(s

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

Connections VPAA. Grades 9-12

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
After school tutoring	After school tutoring	After school tutoring

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Year	2017-18	2018-19	2019-20
Amount	$0	$0	$0
Source	Supplemental	Supplemental	Supplemental
Budget Reference	(1000/2000)-Salaries (3000)-Benefits Dist. defined (7090)	(1000/2000)-Salaries (3000)-Benefits Dist. defined (7090)	(1000/2000)-Salaries (3000)-Benefits Dist. defined (7090)

Action   3

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

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

[Add Students to be Served selection here]

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

[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)

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

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

Students to be Served	Scope of Services	Location(s)
☒ English Learners ☒ Foster Youth ☒ Low Income	LEA Wide	All schools. Grades 9-12

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

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Core teachers to Math Common Core and NGSS training.	Academic teachers attend standards based professional development	Academic teachers attend standards based professional development

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$0	$0	$0
Source	Supplemental	Supplemental	Supplemental
Budget Reference	(5000)-Services Resource 0935	(5000)-Services Resource 0935	(5000)-Services Resource 0935

Action   4

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

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

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

[Add Students to be Served selection here]	[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)

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

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

☒ English Learners ☒ Foster Youth ☒ Low Income	Limited to unduplicated students	All schools. Grades 9-12

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
Modified	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Summer credit recovery for underperforming students	Summer credit recovery for underperforming students	Summer credit recovery for underperforming students

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$0	$0	$0
Source	Supplemental	Supplemental	Supplemental
Budget Reference	(1000) Salaries (3000) Benefits (4000) Supplies Resource 0926	(1000) Salaries (3000) Benefits (4000) Supplies Resource 0926	(1000) Salaries (3000) Benefits (4000) Supplies Resource 0926

Action 5

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

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

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

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

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

Students to be Served	Scope of Services	Location(s)
☒ English Learners ☒ Foster Youth ☒ Low Income	LEA Wide	All schools. Grades 9-12

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Admin provide annual student academic progress reviews to every student	Admin provide annual student academic progress reviews to every student	Admin provide annual student academic progress reviews to every student

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$0	$0	$0
Source			
Budget Reference			

Action   6

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

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

[Add Students to be Served selection here]

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

[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)

☒ English Learners   ☒ Foster Youth
☒ Low Income

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

LEA Wide

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

All schools. Grades 9-12

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
SBAC training on interim assessments for ELA and Math E	SBAC training on interim assessments for ELA and Math	SBAC training on interim assessments for ELA and Math

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$0	$0	$0
Source	Supplemental	Supplemental	Supplemental
Budget Reference	(5000)- Services/Conf/Travel Resource 0935	(5000)- Services/Conf/Travel Resource 0935	(5000)- Services/Conf/Travel Resource 0935

Action 7

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

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

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

All students	All schools. Grades 9-12

OR

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

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

| |
| |

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

| |
| |

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

| |
| |

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Qualify more courses for A-G requirements	Qualify more courses for A-G requirements	Qualify more courses for A-G requirements

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$0	$0	$0
Source			
Budget Reference			

Action **8**

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

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

All students	All schools

OR

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

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Purchase common core curriculum	Purchase standards based curriculum and professional development.	Purchase standards based curriculum and professional development.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Year	2017-18	2018-19	2019-20
Amount	$0	$0	$0
Source	Supplemental	Supplemental	Supplemental
Budget Reference	(4000) Supplies Resource 0920	(4000) Supplies Resource 0920	(4000) Supplies Resource 0920

Action 9

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

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

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
	Implement the concept of a single lab classroom, shared by all lab science classes has been discussed in addition to creating a more interactive classroom instruction environment in room 303.	Implement the concept of a single lab classroom, shared by all lab science classes has been discussed in addition to creating a more interactive classroom instruction environment in room 303.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		$15,743.35 -TOTAL $15,743.35 (4000) Supplies	$4,000
Source		Base Grant	Base Grant
Budget Reference		(4000) Supplies	(4000) Supplies

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

Unchanged

Goal 2

Goal #2. Increase student engagement:

- Through increased use of student engagement instructional strategies in Connections VPAA classrooms.

- The use of technology instruction in the classroom

- Increase use of Character Counts and student recognition programs

- Engage students in character education through Character Strong curriculum.

State and/or Local Priorities addressed by this goal:

Priority Five: Pupil Engagement
Priority Six: School Climate

Identified Need:

Engaging students is key to success in student learning.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Three Tech PD to	2016 3 tech PD to staff	3 tech PD to staff	3 tech PD to staff	3 tech PD to staff

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
staff				
Increase Attendance Rate	2016 94%	94.2%	94.4%	94.6%
Decrease Chronic Absenteeism	2016 14.75%	14.5%	14.25%	14%
Decrease suspension rate	2015-2016 8.4%	6%	5%	4%
Decrease expulsion rates	2015-2016 .93%	.80%	.70%	.60%
Recognize students in Character Counts Program	2016-2017 6 Luncheons	7 luncheons	7 luncheons	8 luncheons

Planned Actions / Services

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

Action   1

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

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

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

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

OR

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

Students to be Served:	Scope of Services:	Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
☒ English Learners ☒ Foster Youth ☒ Low Income	LEA wide	All schools. Grades 9-12.

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Classified Experts	Classified Experts	Classified Experts

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$25,162.20-TOTAL $20,000 (1000) Salaries $5,162.20(3000) Benefits $22,000 Base Grant Expenditures	$53,771.99-TOTAL $45,920.60 (1000) Salaries $7,851.39 (3000) Benefits	$54,720.85 -TOTAL $46,724.21 (1000) Salaries $7,996.64 (3000) Benefits
Source	Supplemental Supplemental and Base Grant	Supplemental	Supplemental
Budget Reference	(1000) Salaries (3000) Benefits (5000) Services Resource 0935	(1000) Salaries (3000) Benefits (5000) Services Resource 0935	(1000) Salaries (3000) Benefits (5000) Services Resource 0935

Action 2

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

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

Add Students to be Served selection here] [

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

[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)

☒ **English Learners**   ☒ **Foster Youth** ☒ **Low Income**

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

LEA wide

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

All schools. Grades 9-12.

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
• Professional development in classroom technology instruction through TCSOS	• Professional development in classroom technology instruction through TCSOS	• Professional development in classroom technology instruction through TCSOS

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$0	$0	$0
Source	Supplemental	Supplemental	Supplemental
Budget Reference	(1000) Salaries (3000) Benefits	(1000) Salaries (3000) Benefits	(1000) Salaries (3000) Benefits

Action   3

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

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

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

Add Students to be Served selection here] [	[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)

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

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

☒ **English Learners** ☒ **Foster Youth** ☒ **Low Income**	School wide	Connections VPAA. Grades 9-12.

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Professional Development	Professional Development	Professional Development

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$5,800-TOTAL $5,800 (5000) Services Travel/Conference	$5,800-TOTAL $5,800 (5000) Services Travel/Conference $4,160-Base Grant	$5,800-TOTAL $5,800 (5000) Services Travel/Conference $4,160-Base Grant
Source	Supplemental	Supplemental and Base	Supplemental and Base
Budget Reference	(1000) Salaries (3000) Benefits Function 3110	(1000) Salaries (3000) Benefits Function 3110	(1000) Salaries (3000) Benefits Function 3110

Action   4

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

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

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

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

OR

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

Students to be Served:	Scope of Services:	Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
☒ English Learners ☒ Foster Youth ☒ Low Income	LEA wide	All schools. Grades 9-12.

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
Modified	Modified	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Expand instructional access to technology and professional development for instruction for teachers	Provide instructional access to technology and professional development for instruction for teachers; and one to one tech devices to students	Provide instructional access to technology and professional development for instruction for teachers; and one to one tech devices to students

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$23,345.92-TOTAL $23,345.91 (4000) Supplies	$13,042.24-TOTAL $13,042.24 (4000) Supplies $13,416.01-Base Grant	$13,042.24-TOTAL $13,042.24 (4000) Supplies $13,416.01-Base Grant
Source	Supplemental	Supplemental and Base	Supplemental and Base
Budget Reference	(4000) Supplies (5000) Services Resource 0008 Dist. Defined 0199	(4000) Supplies (5000) Services Resource 0008 Dist. Defined 0199	(4000) Supplies (5000) Services Resource 0008 Dist. Defined 0199

Action 5

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

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

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

OR

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

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

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

☒ **English Learners** ☒ **Foster Youth** ☒ **Low Income**	LEA wide	All schools.

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Get Focused Stay Focused	Get Focused Stay Focused	Get Focused Stay Focused

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$0	$0	$0
Source	Paid for by Grant	Paid for by Grant	Paid for by Grant
Budget Reference			

Action   6

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

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

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

Add Students to be Served selection here] [	[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)

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

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

☒ **English Learners** ☒ **Foster Youth** ☒ **Low Income**	School wide	Connections VPAA

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

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Engage students in character education through Character Strong curriculum.	Engage students in character education through Character Strong curriculum.	Engage students in character education through Character Strong curriculum.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$0	$0	$0
Source	Supplemental	Supplemental	Supplemental
Budget Reference	(4000) Supplies Resource 0935	(4000) Supplies Resource 0935	(4000) Supplies Resource 0935

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

Unchanged

Goal 3

Goal #3. Increase student preparation for college, career, and community:

•   through increasing the percentage of students achieving A-G requirements for college.

- Identify, refine, and implement efforts to prepare and connect students to future career opportunities through education, training, and work.

- Increase communication of information to parents and students about post-secondary opportunities

State and/or Local Priorities addressed by this goal:

Priority Three: Parental Involvement

Priority Seven: Course Access

Priority Eight: Other Pupil Outcomes

Identified Need:

Preparing students for college, career, and community

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percent graduating meeting a-g	2016 55%	57%	59%	61%
Increase students in pathway programs	2016 405 Student course enrollments	410	415	420
4 year college senior enrollment	2016 27.8%	28%	29%	30%
Seniors attending Columbia College	• 2016 – Number of seniors taking courses at Columbia College 2016 – 44/130, 33.8% of graduating seniors	35%	37%	39%

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

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

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

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

[Add Students to be Served selection here]	[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)

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

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

☒ English Learners ☒ Foster Youth ☒ Low Income	School wide	Connections VPAA

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide equipment for Pathway instruction	Provide equipment for Pathway instruction	Provide equipment for Pathway instruction

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$1,908.80-TOTAL $1,908.80 (4000) Supplies Base Grant-$2,143.71	$1,942.50-TOTAL $1,942.50 (4000) Supplies	$1,942.50-TOTAL $1,942.50 (4000) Supplies
Source	Supplemental	Supplemental	Supplemental
Budget Reference	(4000) Supplies Resource 0935	(4000) Supplies Resource 0935	(4000) Supplies Resource 0935

Action 2

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	Connections VPAA Grades 9-12

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Increase student enrollment in Pathway courses	Increase student enrollment in Pathway courses	Increase student enrollment in Pathway courses

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$0	$0	$0
Source			
Budget Reference			

Action 3

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

Students to be Served:

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

| All |

Location(s):

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

| Connections VPAA |

OR

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

Students to be Served:

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

| |

Scope of Services:

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

| |

Location(s):

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

| |

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
CTE teacher training	CTE teacher training	CTE teacher training

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			
Source	CTEIG	CTEIG	CTEIG

Year	2017-18	2018-19	2019-20
Budget Reference	(5000)-Services/Travel/Conference Resource 6387	(5000)-Services/Travel/Conference Resource 6387	(5000)-Services/Travel/Conference Resource 6387

Action 4

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

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

[Add Students to be Served selection here]

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

[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)

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

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

☒ English Learners ☒ Foster Youth ☒ Low Income	School wide	Connections VPAA

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
AP training for teachers	AP training for teachers	AP training for teachers

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$2,000-TOTAL $2,000 (5000) Services/Trav/Conf	$0	$0
Source	Supplemental	Supplemental	Supplemental
Budget Reference	(5000) Services/Trav/Conf Resource 0935	(5000) Services/Trav/Conf Resource 0935	(5000) Services/Trav/Conf Resource 0935

Action   5

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

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

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

All	Connections VPAA 9-12.

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Incorporate a Columbia College CTE course on campus for 2017-2018.	Support a Columbia College CTE course on campus for 2018-2019.	Support a Columbia College CTE course on campus for 2019-2020.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$0	$0	$0
Source	Base Grant	Base Grant	Base Grant
Budget Reference	(4000) Books and Supplies	(4000) Books and Supplies	(4000) Books and Supplies

Action   6

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

Students to be Served:

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

All

Location(s):

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

Connections VPAA. Grades 9-12.

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	Online course offering that includes access to Columbia College courses and BYU high school course credit recovery	Online course offering that includes access to Columbia College courses and BYU high school course credit recovery

Budgeted Expenditures

Year	**2017-18**	**2018-19**	**2019-20**
Amount	N/A	$0	$0

Year	2017-18	2018-19	2019-20
Source	N/A		
Budget Reference	N/A		

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-2019**

Estimated Supplemental and Concentration Grant Funds

$92,871

Percentage to Increase or Improve Services

4.85%

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).

Efforts to improve student learning for unduplicated students at Connections VPAA (42.3%) are balanced between targeted actions and schoolwide actions. Both have the emphasis of improving learning for our at risk students. Based upon staff and stakeholder input, the school is implementing a actions/services to increase or improve services to our at risk students.

The actions that are principally directed to target unduplicated students identify students who are struggling academically and are focused upon providing support specifically to those students. These include the following:

- Math 1 and Math 2 support courses
- English Language Development support courses
- After school tutoring
- Summer School credit recovery
- Providing crisis counseling services
- Response to Intervention implementation

Each of these actions employee strategies to identify, support, and promote improvement in the academic performance of underperforming students. Each of these efforts has criteria to identify struggling students and principally direct academic invention with those students specifically.

The LEA employs strategies to provide services LEA wide that have the greatest impact on the at risk student population. Research supports that the first level of intervention and student support is through effective first teaching. These include providing a highly competent staff for instruction that are fully trained in common core standards, particularly in ELA and Math, both gateway subjects. The following services also are principally directed toward students using supplemental funds including but not limited to:

- Providing at least one annual one on one guidance appointment with academic counseling for every student
- Implement LEA wide a Get Focused, Stay Focused curriculum to freshman that in three years will grandfather into all grades 9-12. GFSF specifically guides all students in creating a detailed 10 year plan for success in the occupational areas of their choice.
- Academic support classes including ELD and Math
- After school tutoring

Research indicates that good academic practices show the greatest potential results with struggling students. While any student would benefit from the above itemized actions, the unduplicated students benefit the most.

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

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

Plan Summary

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

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

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

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

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

Budget Summary

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

- **Total LEA General Fund Budget Expenditures for the LCAP Year**: This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual (*http://www.cde.ca.gov/fg/ac/sa/*)*. (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow

the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

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

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; 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 LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.

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

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *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 LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not 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 pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.

   (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

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

(b) "Middle School dropout rate" shall be calculated as set forth in 5 *CCR* Section 1039.1.

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

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

   (2) The total number of cohort members.

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

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

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

   (2) The total number of cohort members.

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

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

   (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

   (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

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

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

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

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

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *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?