

LCAP Year X 2017–18 2018–19 2019–20

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

[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.

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[2017-20 Plan Summary](#)

THE STORY

Briefly describe the students and community and how the LEA serves them.

The Academy for Academic Excellence (AAE) exists to prepare students for post-secondary success through a relevant, rigorous college-preparatory education.

The AAE is an independent, direct-funded charter school. Our charter was first granted in 1997 by the Apple Valley Unified School District. The AAE serves a TK-12 population of approximately 1,400 students on a 150-acre parcel of land that includes parts of the Mojave River.

We are a college-preparatory program, committed to high levels of learning for all students. A strong emphasis on academic rigor, content relevance and teacher-practitioner research has allowed the AAE to develop many best practices to the benefit of students and staff.

Students graduating from the AAE will be effective communicators, have the ability to analyze and use critical thinking skills, and be responsible citizens in the school and community. The AAE maintains high academic and behavioral standards, and stresses both academic skills and a broad understanding of content knowledge. A cornerstone of the AAE philosophy is maintaining a strong connectedness between parents, students and the school.

LCAP HIGHLIGHTS

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

Working closely with AAE stakeholders, three goals have been identified for focus for the 2017-2018 school year. Additionally, as the AAE Mission is the guide post to decision making for the school, College Readiness is highlighted in several of the LCAP goals. The goals are as follows:

- Goal 1: Increase the number of students who have met grade level proficiency in Mathematics based upon norm referenced, formative and summative assessments
- Goal 2: Increase the number of students meeting grade level proficiency in English Language Arts.
- Goal 3: Decrease the rate of suspension at all grade levels.

Key LCAP actions to support these areas are as follows:

- As a TK-12 school, AAE will continue to focus on Early Intervention through flexible learning time in grades K-5, a full-time Reading Specialist, Tier II and Tier III interventions, bi-monthly Schoolwide Intervention Team meetings, and more.
- At the secondary level, AAE provides many support classes in the areas of English/Language Arts, Science and Mathematics to differentiate instruction for struggling students. These courses are open to regular education, special education and English Language Learners.
- Academic and mental health counseling are important to supporting students' success and improving behavior. The AAE will continue to provide focused academic counseling to all secondary students as led by the Counseling Department consisting of a Head Counselor, Full-time Counseling Assistant, Full-Time Transition Coordinator and Full-time Registrar. Social emotional counseling services are provided by our full time, bilingual School Psychologist and supported by the Counseling Department. Additionally, the AAE works closely with the Dessert Mountain SELPA to provide Tier III mental health support.

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

AAE's Graduation Rate is one of the strongest indicators of its mission. Historically, the AAE has maintained a 95% or higher graduation rate. The goal remains 100% and intentional, coordinated efforts continue to maintain this standard. (See: Goals 1, 2, 3, 5)

The benchmarks set in the previous Goal #5 focused on increasing A-G Completion have been met over the past 3 years. As a result of this progress, this will remain a school goal until a completion rate of 75% or higher is reached and maintained. (See: Goal 5)

The content of the previous Goal #6, "Use multiple data sources when making decisions that impact curriculum, instruction, assessments and school programs", has prompted significant schoolwide change. As a result of this goal, teachers have implemented the following data sources in the past three years: DRA, Illuminate, Carnegie, CST Science, CAASPP Interims and SBA Summatives. (See: Goal 1, 2, 3)

On a local measure of educational institutions, the AAE has been honored as the "Best of the Desert" at all three levels- elementary, middle and high school- for the past four years.

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

GREATEST NEEDS

The Suspension Rate (K-12) is an area denoted as a greatest need on the dashboard. Although the at-home suspensions for AAE are low, in-school suspension, used within the progressive discipline model, resulted in an overall high suspension rate on the Dashboard. In order, to ensure that students are not missing instruction, the AAE will begin implementing behavioral multi-tier supports and services (MTSS) in the 2017-2018 school year. These additional interventions and supports should dramatically reduce the number of in-school suspensions. (See: Goal 4)

An achievement gap amongst Special Education & ELL Students exists in the areas of English/Language Arts and Mathematics. To close these gaps, the Academic Leadership Team (ALT) and Schoolwide Intervention Teams will develop data-driven supports for these sub-groups. The MTSS approach will include differentiated instruction within the regular

classroom, additional flexible learning time and intervention classes. (See Goals 1, 2)

In order to offer a wide variety of course offerings and ample instructional and behavioral support, the AAE must continue to seek outside funding sources. Historically, additional funding has come via LCER programs like GAVRT and K-16 Bridge. These funds have been used to support AAE facilities, teacher salaries, and instructional materials. It is important to secure outside funds and/or grants that will expand curricular and instructional support in middle school mathematics, TK-12 science, academic interventions and AP/Honors offerings. (See Goals 1, 2, and 3)

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?

According to the dashboard, AAE has two performance gaps on the statewide indicators. The first is in Graduation Rate amongst White students. This is likely due to a small graduating class of less than 100 students wherein one student who does not graduate with his/her peers can skew the data. The AAE will continue to intentionally support all students to ensure that they complete the necessary coursework to graduate. This indicator continues to be a great area of strength for the AAE. (See Goals 1, 2, and 3)

PERFORMANCE GAPS

The second performance gap is within Mathematics for Special Education students in grades 3-8. During the 2016-2017 school year, a part-time High School Mathematics teacher was hired to provide small class, intervention instruction for special education and regular education secondary students who have not mastered the grade-level standards. The assessment data is showing that this is helping to close the achievement gap for these students. Due to staff attrition, the AAE is currently recruiting a full-time Special Education Teacher for the 2017-2018 school year. The academic focus for this position will be Middle School Mathematics. (See Goal 2)

INCREASED OR IMPROVED SERVICES

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.

Based on stakeholder feedback and in conjunction with educational research, the AAE will implement the following services to improve learning for all students as well as subgroups to include: low-income, English learners, and foster youth.

- For the 2017-2018 school year, a new Perfect Attendance Program will be implemented at each quarter for the different grade bands. This program is the result of support from our PTC, Parents, and Community Partners.
- For the 2017-2018 school year, the One-to-One Apple Laptop Program is transitioning to a school supported one-to-one iPad iOS platform beginning with the 4th grade classes at both schools as a pilot.
- Early literacy support will be provided in grades TK-5 with focused attention in grades K-3. Led by the full-time Reading Specialist and monitored by schoolwide Intervention Team to ensure that the interventions and supports provided are appropriate and that student progress is analyzed. Instructional Assistants will also provide additional support in transitional kindergarten and kindergarten to improve student outcomes.

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

\$11,284,169

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year

\$112,128

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.

There are several General Fund Budget Expenditures that are not specifically outlined in the LCAP.

These include the following:

- Back office services in the areas of general administration, business services, human resources, Office of the President/CEO (Total LCER General Administration= \$755,921)
- LCER information and systems technology support (AAE Share of LCER IT Costs= \$318,441).
- Overhead costs in the areas of maintenance and operations, facility improvements and custodial services. (AAE Share of LCER Maintenance and Operations \$165,754).
- Special Education Overhead (AAE Share Total= \$212,139)

- Food Services (Total= \$204,692)
- Salaries & benefits for certificated and classified staff (Certificated Salaries= \$5,692,892, Classified Salaries= \$1,733,737, Benefits= \$2,653,019).
- General supplies and services to support the offices and classrooms (Total Supplies= \$444,358).
- Memberships and oversight fees (Total Memberships & Dues= \$17,079, Total Oversight Fees= \$9,000)
- Debt repayment (Total Debt Service= \$1,160,040)
- Reserves set aside (Reserves= \$304,518).

\$11,588,687

Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2016-17

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

Increase the number of students who have met grade level proficiency in Mathematics based upon norm referenced, formative and summative assessments.

State and/or Local Priorities Addressed by this goal:

STATE X 1 X 2 3 X 4 X 5 X 6 X 7 X 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Increase student mastery by 4% at each grade level (3-8 & 11) as indicated by the SBA. Show a 5% growth over the year, at each grade level, on school benchmarks administered on Illuminate.

ACTUAL

CAASPP 2015-16 SBA results show the following growth by grade level:

- Third grade increased proficiency by 3%
- Fourth grade increased proficiency by 4%
- Fifth grade increased proficiency by 8%
- Sixth grade decreased proficiency by 6%
- Seventh grade decreased proficiency by 5%
- Eighth grade decreased proficiency by 1%

2016-17 Benchmark Data growth by grade level using Common Core aligned assessments:

- First grade increased proficiency by 27%
- Second grade increased proficiency by 9%
- Third grade increased proficiency by 31%
- Fourth grade increased proficiency by 15%

- Fifth grade increased proficiency by 6%
- Sixth grade increased proficiency by 19%
- Seventh grade increased proficiency by 11%
- Eighth grade increased proficiency by 9%

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	
Actions/Services	<p>PLANNED Complete the transition to integrated, Common Core aligned curriculum. Grade 11 will phase in Integrated Math III using Carnegie Math.</p>	<p>ACTUAL Transition to integrated, Common Core aligned curriculum was completed. Both Integrated Math III and Honors Integrated Math III classes were in the master schedule.</p>
Expenditures	<p>BUDGETED \$49,540</p>	<p>ESTIMATED ACTUAL \$49,540</p>

Action	2	
Actions/Services	<p>PLANNED Recruit part-time math teacher to teach three intervention sections.</p>	<p>ACTUAL A part-time math teacher was hired to teach three class periods of intervention classes; Foundations Math, Integrated Math 1A and Integrated Math 1B.</p>
Expenditures	<p>BUDGETED \$25,000</p>	<p>ESTIMATED ACTUAL \$18,687</p>

Action

3

Actions/Services	PLANNED Revise diagnostic, common formative and summative assessments drafted in the 15-16 SY as a result of PLC analysis.	ACTUAL In grades K-12, diagnostic, common formative, and summative assessments have been created and implemented throughout the school year.
Expenditures	BUDGETED \$53,626	ESTIMATED ACTUAL \$53,626

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

In the 2016-17 school year, Integrated Math III and Integrated Math III Honors were added to the master schedule. This was the third phase in high school for the addition of Integrated Math. Students naturally matriculated from Integrated Math II and Integrated Math II Honors to the current Integrated Math III. This allowed students to meet the UC requirements for math. Successful completion of Integrated Math III led to other pathways in math such as AP Calculus, AP Statistics, and Trigonometry.

The addition of a part-time math teacher began at the beginning of the 2016-17 school year. Three classes were added to meet the needs of below proficient learners, Foundations Math, Integrated Math 1A, and Integrated Math 1B.

In grades K-8, diagnostic, common formative, and summative assessments have been created and implemented throughout the 2016-17 school year. A specific timeline for test implementation was drafted and followed.

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

The addition of Integrated Math III has streamlined the math track for a-g requirements and allowed students to be eligible for UC acceptance. The overall success rate of a-g completion is estimated to be close to 75% for the 2016-17 school year. This is an increase of 9% - 14% from the prior school year.

The addition of three math blocks has been extremely effective for those students identified as below proficient and many who were taking Integrated Math I a second time around. At the end of the 2016-17 school year, 94% of students in Foundations Math were successful, 100% of students in Integrated Math 1A were successful, and 95% of students in Integrated Math 1B were successful. These students will now meet the graduation requirement for math.

Overall, the effectiveness of diagnostic, common formative, and summative assessments has been positive for both instructors and students. Instructors were able to identify areas of need, differentiate instruction, and meet the needs of all learners. Students showed measureable growth in all three types of assessments throughout the 2016-17 school year. However, this growth did not fully reveal the expected results in SBA scores.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Each of these actions and services were fully implemented, so there is not a significant difference between the two.

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.

No changes were made to this goal.

Annual Update

LCAP Year Reviewed: 2016–17

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	Increase writing proficiency scores on summative assessments.
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State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
COE 9 10
LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Increase student proficiency as measured by common writing rubrics until growth targets within this goal are met.

ACTUAL

CAASPP 2015-16 SBA results showed the following growth by grade level:

- Third grade increased proficiency by 1%
- Fourth grade decreased proficiency by 1%
- Fifth grade decreased proficiency by 8%
- Sixth grade decreased proficiency by 6%
- Seventh grade increased proficiency by 1%
- Eighth grade decreased proficiency by 2%
- Eleventh grade decreased proficiency by 1%

2016-17 Benchmark Data growth by grade level using Common Core aligned assessments:

- First grade increased proficiency by 8%
- Second grade increased proficiency by 6%
- Third grade increased proficiency by 36%
- Fourth grade increased proficiency by 5%
- Fifth grade decreased proficiency by 4%
- Sixth grade increased proficiency by 3%
- Seventh grade increased proficiency by 4%
- Eighth grade increased proficiency by 37%

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	
Actions/Services	<p>PLANNED The Schoolwide Writing Portfolio will be developed for grades K-8 and be scored with common rubrics. The K-12 scores will be analyzed for trends and instruction will address identified weaknesses.</p>	<p>ACTUAL The Schoolwide Writing Portfolio has been implemented in grades K-11 this school year as a pilot. Full implementation will begin in the 2017-18 school year.</p>
Expenditures	<p>BUDGETED None beyond base</p>	<p>ESTIMATED ACTUAL None beyond base</p>

Action	2	
Actions/Services	PLANNED Teachers will begin to pilot newly available CCSS aligned ELA curriculum.	ACTUAL K-5 implemented Benchmark Advance, a state-adopted Common Core aligned ELA curriculum.
Expenditures	BUDGETED \$50,000	ESTIMATED ACTUAL \$170,474

Action	3	
Actions/Services	PLANNED Professional Development to support writing instruction. Writing will be emphasized across content areas. Cross-curricular projects will be developed in all grades.	ACTUAL Professional development for grades 9-12 began this year with a series of workshops attended by all English teachers. Professional development was provided to all K-5 teachers with the new Common Core aligned curriculum.
Expenditures	BUDGETED \$10,000	ESTIMATED ACTUAL \$10,000

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

At the beginning of the 2016-17 school year, grades K-8 assessed writing using a common rubric and assessed again at the end of the same school year to have comparison data. Grades 6-11 through collaboration, developed a common 4-point rubric to be used at the end of the 1st semester and again at the end of 2nd semester to have comparison data. This is essentially a pilot year for all grade levels with the understanding that both assessments will be common

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

practice in the 2017-18 school year. This data will facilitate changes in instruction to improve writing proficiency.

Grades K-5 adopted a new Common Core aligned curriculum from Benchmark Advance. This program includes a gradual development for all writing standards. This included professional development twice during the school year to implement curriculum with fidelity.

English teachers in grades 9-12 participated in Expository Reading and Writing Course (ERWC) this year to improve writing.

The 2016-17 school year has been the first year to accumulate common formative data in all grades. At this time, the actions have been effective in allowing instructors to diagnose deficiencies in a particular genre of writing to effectively guide instruction for improvement. All stakeholders expect student learning outcomes will continue to improve in subsequent years of implementation.

Preliminary 2016-17 SBA results are showing an increase in ELA scores of 22% with 20% in grades 3-5. The addition of the Common Core aligned curriculum in elementary is a large part of this positive change.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Curriculum budgeted at \$50,000 was actually \$170,474 due to full implementation in grades K-5 rather than just a pilot.

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.

The pilot for ELA curriculum occurred during the 2015-16 school year and was adopted for the 2016-17 school year.

Annual Update

LCAP Year Reviewed: 2016–17

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

Implement the intentional use of formative assessment data, in addition to outside assessments, to ensure students master the Common Core State Standards.

State and/or Local Priorities Addressed by this goal:

STATE X 1 X 2 3 X 4 X 5 X 6 X 7 X 8
COE 9 10
LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Passing rates of core classes will increase in each grade level as a result of instruction based upon student identified needs within the core classes. Teachers will base flex-time or intervention instruction on the formative assessment data which will result in improved student performance.

ACTUAL

At the end of the 2016-17 school year, the pass rates by grade level are as follows:

- 6th Grade Pass Rate: 89%
- 7th Grade Pass Rate: 84%
- 8th Grade Pass Rate: 82%
- 9th Grade Pass Rate: 92%
- 10th Grade Pass Rate: 87%
- 11th Grade Pass Rate: 85%
- 12th Grade Pass Rate: 94%
- Graduation Rate of 100%

In both middle school and high school, formative assessments are given throughout the year to place students in the appropriate class for both math and ELA. These intervention classes provide struggling students an

	<p>environment in which their needs can be met effectively to improve overall student growth.</p> <p>The implementation of common formative assessments, grades K-5, have facilitated targeted intervention flex-time within the daily schedule to address student learning needs in both math and ELA. Results on quarterly benchmark assessments have shown positive growth in both areas.</p>

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	
Actions/Services	<p>PLANNED Flex-time will be driven by common formative assessments and students will be regrouped based on mastery of identified essential standards. Additional support will be provided to the students in greatest need.</p>	<p>ACTUAL Due to the added autonomy at the high school level, students have the ability to collaborate with teachers on an as-needed basis. Teachers make themselves available as a resource for students seeking additional assistance. At the middle school level students exercise less autonomy and engage in more directed participation based on teacher recommendation. Grades K-5 implemented flex-time based on common formative assessments. Students deficient in essential common core state standards were instructed in small group with consistent progress monitoring. Instructors met weekly to determine placement and skill(s) taught during flex-time.</p>
Expenditures	<p>BUDGETED \$10,000</p>	<p>ESTIMATED ACTUAL \$0</p>

Action **2**

Actions/Services

PLANNED
 Secondary intervention Math and English courses will continue to have additional support from instructional assistants.

ACTUAL
 All secondary intervention courses in Math and ELA received support from both the credentialed teacher and an instructional assistant.

Expenditures

BUDGET
 None beyond base

ESTIMATED ACTUAL
 None beyond base

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

In both middle school and high school, intervention courses were added to the master schedule to meet the needs of struggling learners. Placement in these courses were based on formative data from the prior school year. Each of these courses provided students with a credentialed teacher and instructional assistant within a small class environment. Students in high school have flex-time built into the homeroom schedule and were able to receive intervention from the appropriate subject teacher during that time.

In elementary, flex-time was built into the schedule at varying times by grade level. This allowed credentialed teacher support, reading specialist support, and educational specialist support at all grade levels.

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

Based on SBA data and site formative data, students K-12 have shown overall growth in both areas of Math and ELA.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Each of these actions and services were fully implemented but there were no additional materials needed to support the intervention courses. Because of this, \$10,000 was not used for purchasing materials.

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.

No changes were made to this goal.

Annual Update

LCAP Year Reviewed: 2016–17

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

Goal 4	Incorporate the use of technology and technological advances into its core curriculum.
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State and/or Local Priorities Addressed by this goal:

STATE X 1 X 2 3 X 4 X 5 X 6 X 7 X 8
 COE 9 10
 LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Instruction based on the CCSS will show an increase in the implementation of technology throughout grades TK- 12. Students will show an increase in technology proficiency for real-world application.

ACTUAL

Instruction based on CCSS increased implementing technology throughout the AAE beginning in TK. Some of the courses integrating real-world technology application were:

- Continued One-to-One MacBook program in grades 4-12
- One-to-One iPad
- Coding TK-5
- Middle school Coding rotation courses
- High school Computing with Robotics course
- Mathia (Carnegie Learning Curriculum) for additional middle school and high school math support
- IXL for additional support in elementary and middle school math and ELA
- Vernier tools and applications in high school science and math

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	
Actions/Services	<p>PLANNED Create the LCER Technology Task Force comprised of administrators, elementary and secondary teachers, and IT staff. This team will attend an Executive Briefing at the Apple Headquarters in Cupertino, CA in July 2016. Strategic planning for technology integration will be the outcome of this team.</p>	<p>ACTUAL Technology Task Force was created and all attended Apple professional development training. Technology Task Force provided professional development to instructional staff regarding technology integration.</p>
Expenditures	<p>BUDGETED \$5,000</p>	<p>ESTIMATED ACTUAL None beyond base</p>

Action	2	
Actions/Services	<p>PLANNED Develop additional courses with an intentional emphasis on technology integration. In grades K-5, computer coding will become part of the weekly magnet classes. In grades 6-12, technology elective courses will be added to the master schedule. These include: Robotics and Computer Science.</p>	<p>ACTUAL In grades TK-5, weekly coding and robotics classes were added to the magnet classes. In middle school, a magnet rotation period for all students was added with one rotation being technology including both coding and integration of programs. In high school, Computing & Robotics and Computer Science classes were added to the master schedule.</p>
Expenditures	<p>BUDGETED \$15,000</p>	<p>ESTIMATED ACTUAL Robots and Course Supplies \$9,000 UC Davis contract \$755 UC Davis Training and Reimbursement to Matt H. \$160</p>

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

In the elementary grades, students were introduced to coding through Code.org curriculum during weekly rotation classes. Middle school continued with Code.org during daily elective classes, completing all course work. In high school, Computer Science and Computing with Robotics courses were implemented.

In addition to additional coursework, teachers at all grade levels implemented technology within the classroom at varying levels, meeting the CCSS.

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

Elementary students gained an understanding of coding and robotics through their experience with Code.org. They also gained knowledge of careers in coding.
High school students gained additional proficiency with computer science. The Computing with Robotics class won the UC Davis Computing with Robotics competition in the categories, "Best Overall" and "Best Choreography" for their submission.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The Apple professional development training was paid in full by Apple. \$5,000 was not used for Action 1.

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.

No changes were made to this goal.

Annual Update

LCAP Year Reviewed: 2016–17

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

Goal 5	Increase a-g completion rates for graduating seniors.
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State and/or Local Priorities Addressed by this goal:

STATE X 1 X 2 3 X 4 X 5 X 6 X 7 X 8
 COE 9 10
 LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

Further increase the percentage of a-g completion from the present percentage to 65%.	A-G Completion 2015-16 school year was 61% Estimated A-G Completion 2016-17 year is 70-75%
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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		
		<p>PLANNED</p> <p>Implement the redesigned MyMentor 2.0. Features include: embedded four-year plans, student dashboard, personalized college and career planning tools, test prep and complete learning management system.</p>	<p>ACTUAL</p> <p>The redesigned MyMentor 2.0 (learning management system) was implemented and included college and career features such as: embedded four-year planning, student dashboard, test prep, college search, career planning map, and other tools to aid students for college and career planning.</p>
Actions/Services			

Expenditures

BUDGETED
None beyond base

ESTIMATED ACTUAL
\$0

Action

2

Actions/Services

PLANNED
Guide all students (with few exceptions) to complete their a-g coursework. Will build in a waiver pathway for students with special needs based on IEP/504 or consideration of the AAE Schoolwide Intervention Team.

ACTUAL
Through the counseling department, students have met one-on-one with a counselor to develop 4-year plans at each grade level to ensure students are on the correct pathway including a-g track.

To align graduation requirements with a-g, the AAE altered its graduation requirements to include two years of foreign language and one year of visual and performing arts beginning with the class of 2020.

Intervention classes were put in place within the master schedule to meet to meet the needs of students not on an a-g track. This allowed students to still earn their diploma and successfully apply to local community colleges.

Expenditures

BUDGETED
None beyond base

ESTIMATED ACTUAL
\$0

Action

3

Actions/Services

PLANNED
Increase course offerings in the master schedule (integrated math and science, technology, advanced mathematics, honors courses and concurrent college courses).

ACTUAL
The following classes were added to the master schedule to increase course offerings:

- Computer Science
- Computing with Robotics

Expenditures

	<ul style="list-style-type: none"> • Honors courses – Integrated Science 1 & 2 • Integrated math III • Integrated science 1 & 2 • Concurrent enrollment with Victor Valley Community College for Environmental Science • ERWC preparing students to be college ready for English • Journalism • Introduction to Business • AP Statistics • Psychology
<p>BUDGETED None beyond base</p>	<p>ESTIMATED ACTUAL \$0</p>

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.

<p>Describe the overall implementation of the actions/services to achieve the articulated goal.</p>	<p>The counseling department organized one-on-one meetings with students in both middle school and high school to review student schedules and set future goals, 4-year plan in high school. Students may set up appointments throughout the school year to see the counselor.</p> <p>Graduation requirements were altered to better reflect a track for a-g beginning with the class of 2020. Two years of foreign language and one year of visual and performing arts were added.</p> <p>Course offerings were increased to give students more choice and intervention classes were put into place for those not choosing the a-g track.</p>
<p>Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.</p>	<p>Through the use of MyMentor, diversified course offerings, and counseling, the AAE has increased its percentage of students graduating with a-g. It is estimated that the class of 2017 will have an a-g completion rate of at least 70%.</p>
<p>Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.</p>	<p>Each of these actions and services were fully implemented, so there is not a significant difference between the two.</p>
<p>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.</p>	<p>No changes were made to this goal.</p>

Annual Update

LCAP Year Reviewed: 2016–17

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

Goal 6	Use multiple data sources when making decisions that impact curriculum, instruction, assessments and school programs.
---------------	---

State and/or Local Priorities Addressed by this goal:	STATE <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 COE <input type="checkbox"/> 9 <input type="checkbox"/> 10 LOCAL _____
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ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

The AAE PLC will have established the collection and analysis of multiple data sources at each grade level to guide the school’s overall mission, vision and goals. Additionally, this data will be analyzed to drive instructional and course decisions.	The AAE PLC used multiple data sources throughout the grade levels including benchmark assessment data, core class grade data, staff, student and parent surveys, to facilitate the development of the AAE’s mission vision and goals. The creation and implementation of Common Core aligned assessments including diagnostic, common formative, and summative, enabled instructional and course decisions at all grade levels.
---	---

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		
Actions/Services		PLANNED Multiple data sources will be analyzed to determine program and course needs. These needs	ACTUAL Multiple data sources were used to develop the AAE’s current program and course needs. These sources are:

	will be prioritized based upon WASC/LCAP action plan and goals.	<ul style="list-style-type: none"> • Quarterly benchmark data • State assessment data • Successful completion of core academic areas • Percentage of students completing a-g requirements • Analysis of current course offerings • Stakeholder input through surveys
Expenditures	BUDGETED None beyond base	ESTIMATED ACTUAL \$0

Action **2**

Actions/Services	PLANNED The PLC will complete the full WASC self-study for the Spring 2017 visit. Multiple data sources will drive this effort.	ACTUAL The WASC self-study process began through the PLC beginning the 2016-17 school year and will continue through the 2017-18 school year. The self-study will be in the Spring of 2018.
Expenditures	BUDGETED None beyond base	ESTIMATED ACTUAL \$0

Action **3**

Actions/Services	PLANNED A detailed Assessment Plan will be developed to ensure that each grade level/department is collecting diagnostic, formative and summative assessment data.	ACTUAL In the 2016-17 school year, a detailed implementation plan for grades K-12 was executed and followed for diagnostic, common formative, and summative assessments.
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Expenditures

BUDGETED	ESTIMATED ACTUAL
None beyond base	\$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.

Describe the overall implementation of the actions/services to achieve the articulated goal.	Multiple forms of assessments were implemented and analyzed to guide schoolwide decisions. The WASC 2018 self-study began in the fall of 2016 and continues throughout the 2017-18 school year. A detailed assessment plan was developed and implemented at all grade levels beginning the 2016-17 school year.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	To successfully achieve goals 1-5, a more organized and detailed assessment plan was needed. The development of this plan allowed all stakeholders to understand when the data needed to be in, what it will be used for, and how data is used to inform decision making.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Each of these actions and services were fully implemented, so there is not a significant difference between the two.
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.	No changes were made to this goal.

Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 7	Recruit and retain highly qualified certificated and classified staff.
---------------	--

State and/or Local Priorities Addressed by this goal:

STATE X 1 2 3 X 4 X 5 X 6 7 X 8
 COE 9 10
 LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

Turnover rates for teaching staff will show a decline to 5% or less.	For the 2016-17 school year, the turnover rate for teaching staff was 3%.
--	---

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		
		<p>PLANNED</p> <p>The AAE will give 3% across the board raises staff salaries to close the discrepancy with the local LEAs.</p>	<p>ACTUAL</p> <p>The AAE gave all staff a 3% raise in salary for the 2016-17 school year.</p>
Actions/Services			

Expenditures	BUDGETED \$350,000	ESTIMATED ACTUAL \$388,600
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Action **2**

Actions/Services	PLANNED AAE will continue to fully support staff support services to include induction services, on-going training, employee recognition, schoolwide surveys and evaluations, and a strong school culture.	ACTUAL AAE continues to support staff through Induction services, on-going professional development, employee recognition, schoolwide surveys and evaluations, and a strong school culture as defined by the school's mission and vision.
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Expenditures	BUDGETED \$2,025 per Teacher in Induction Program	ESTIMATED ACTUAL \$2,025 per teacher in Induction Program
--------------	---	---

Action **3**

Actions/Services	PLANNED Professional Development in core subject areas to support the common core state standards, Next Generation Science Standards and new curriculum adoption.	ACTUAL Professional development was implemented in grades K-5 with the adoption of new ELA curriculum aligned to the common core state standards. Professional development for NGSS was implemented focusing on computer science, district science leadership, and NGSS instruction planning.
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Expenditures

	New NGSS aligned curriculum was adopted in grades 6-8, Integrated science 1 and 2.
BUDGETED \$65,000	ESTIMATED ACTUAL \$55,341 (Educator Effectiveness Grant Funds)

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

All staff at the AAE were given a 3% increase in salary. Certificated staff were supported through new teacher mentoring (Induction) and professional development for CCSS aligned curriculum. NGSS curriculum was purchased for middle school.

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

The turnover rate for the 2016-17 school year was 3%. New teachers were supported with on-site mentors through the RCOE Induction program and all completed their year 1 or year 2 successfully. Professional development for new high school courses was successful. Students taking the new Computer Science and Robotics courses has increased for the 2017-18 school year. Professional development for the new ELA elementary curriculum has been implemented twice in the 2016-17 school year. Positive results have developed from this implementation in both assessment results and CCSS alignment.

NGSS curriculum has unified the Integrated Science pedagogy across middle school. Students are receiving more real-world application knowledge through the curriculum.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Several new hires transferred in with more years of service than originally budgeted.

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.

This goal is not a listed LCAP goal for the coming school year. However, recruiting and maintaining highly effective teachers remains an ongoing goal for the AAE.

Stakeholder Engagement

LCAP Year 2017–18 2018–19 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

Stakeholder input has been gathered via:

AAE Board Meeting Discussions
LCER Board Meeting Discussions
LCER Finance Committee Meeting Discussions
Weekly Professional Learning Community (PLC) collaboration
Monthly Parents and Pastries forum
Monthly Parents and Teacher Committee (PTC)
Bi-monthly Academic Leadership Team meetings
Bi-monthly Schoolwide Intervention Team meetings

Meeting Types and Dates:

AAE School Board meetings are held on the second Thursday of each month.
LCER Board meetings are held on the second Monday of September, December, March and June.
LCER Strategic Planning meetings were held on November 6, February 25, and February 29, 2016.
Professional Learning Committees (PLC) meet each Wednesday.
Parents and Pastries meets on the last Friday of each month.
Parents and Teacher Committee (PTC) meets on the last Friday of each month.
High school student panel- May 2017.

Types of Communication and Outreach:

Social Media Postings (Facebook, Instagram and Twitter)
Parent Mass Emails
Letters Mailed Home
Elementary Teacher Weekly Newsletters

Parent Square Communication

Community Events

School Website

Parent and Staff Surveys via Survey Monkey

IMPACT ON LCAP AND ANNUAL UPDATE

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

The AAE stakeholders are extremely involved in the educational program. The AAE has over 700 parent volunteers who support the school's activities, classes and fundraising. The consultations with staff, students and families drive the goals in the LCAP. The surveys and forums indicate a continued focus on academic rigor in the areas of numeracy and literacy, technology integration across all subjects, high quality instruction in all grade levels, ongoing professional development support, ongoing instructional support for struggling readers and a continued safe school environment. These are embedded into the actions of the current goals.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

	<input type="checkbox"/> New	X Modified	<input type="checkbox"/> Unchanged
<u>Goal 1</u>	Increase the number of students meeting grade level proficiency in Mathematics.		

State and/or Local Priorities Addressed by this goal:

STATE X 1 X 2 3 X 4 X 5 6 X 7 X 8
 COE 9 10
 LOCAL _____

Identified Need

California Accountability Dashboard reports all students are 76 points below level 3

- -8 points for English Learners
- -0.8 points for Socioeconomically Disadvantaged
- -0.4 points for Students with Disabilities
- -3.1 points for Hispanic Students

CAASPP SBA results from 2016-17 show an average decline of 2% from prior year.

CAASPP SBA results from 2016-17 show 33% of students proficient (met or exceeds standard)

Benchmark data shows 59% of students proficient (met or exceeds standard) grades 1-8

EAP scores for CAASPP Math proficiency from 2015-16 show 30% of 11th graders are conditionally ready and 20% of 11th graders are college ready.

AP data from 2015-16 shows 29 tests were taken in the area of math. Of those results, 6 exams resulted in a score of 3 or better, 21%. 4 exams resulted in a 2, 13%. 19 resulted in a 1, 66%.



EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CAASPP SBA Math % of Met Standard and Exceeds Standard	Met Standard: 23% Exceeded Standard: 10%	Met Standard: 26% Exceeded Standard 12%		
California Accountability Dashboard points for Math proficiency subgroups	English Learners: 30.8 points below level 3 Socioeconomically Disadvantaged: 56.3 points below level 3 Students with Disabilities: 110.4 points below level 3 Hispanic Students: 55.1 points below level 3	English Learners: Close the gap by 1.5 points Socioeconomically Disadvantaged: Close the gap by 3 points Students with Disabilities: Close the gap by 5.5 points Hispanic Students: Close the gap by 3 points		
Math benchmark % of Met Standard and Exceeds Standard	Grades 1-8 Met Standard: 29% Exceeds Standard: 30%	Grades 1-8 Met Standard: 32% Exceeds Standard: 33%		

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:	
<u>Students to be Served</u>	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: <u>All Students in Grades 3-12</u>

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Implement vertical math planning from grades 3-12 on a monthly basis to do the following: <ul style="list-style-type: none"> Analyze data Share best practices Refine instruction 		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: None beyond base	Amount:	Amount:
Source:	Source:	Source:
Budget Reference:	Budget Reference:	Budget Reference:

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
<u>Students to be Served</u>	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> _____

Location(s) **All schools** Specific Schools: _____ X Specific Grade spans: High School 9-12

ACTIONS/SERVICES

2017-18	2018-19	2019-20
X New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Implement quarterly formative benchmarks in grades 9-12 math courses.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: <input type="text" value="None beyond base"/>	Amount: <input type="text"/>	Amount: <input type="text"/>
Source: <input type="text"/>	Source: <input type="text"/>	Source: <input type="text"/>
Budget Reference: <input type="text"/>	Budget Reference: <input type="text"/>	Budget Reference: <input type="text"/>

Action **3**

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

Students to be Served **All** Students with Disabilities [Specific Student Group(s)] _____

Location(s) **All schools** Specific Schools: _____ X Specific Grade spans: Grades 5-8

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
X New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged

Implement STAR Math (Renaissance Learning) norm-referenced assessment on a monthly basis to monitor progress of CCSS in grades 5-8.

BUDGETED EXPENDITURES

2017-18

Amount
 Source
 Budget Reference

2018-19

Amount
 Source
 Budget Reference

2019-20

Amount
 Source
 Budget Reference

Action 4

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

Students to be Served

All Students with Disabilities [Specific Student Group(s)] _____

Location(s)

All schools Specific Schools: _____ X Specific Grade spans: High School 9-12

ACTIONS/SERVICES

2017-18

New Modified **Unchanged**

Continue implementing part-time math teacher in grades 9-12.

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Amount
 Source
 Budget Reference

2018-19

Amount
 Source
 Budget Reference

2019-20

Amount
 Source
 Budget Reference

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

	<input type="checkbox"/> New	X Modified	<input type="checkbox"/> Unchanged
Goal 2	Increase the number of students meeting grade level proficiency in English Language Arts.		

State and/or Local Priorities Addressed by this goal:

STATE X 1 X 2 3 X 4 X 5 6 X 7 X 8
 COE 9 10
 LOCAL _____

Identified Need

California Accountability Dashboard reports an overall decline of 4.4 points for all students in the area of English Language Arts.
 CAASPP SBA results from 2016-17 show 58% of students proficient (met or exceeds standard)
 Benchmark data shows 53% of students proficient (met or exceeds standard) grades 1-8
 Early Literacy proficiency: DRA2 results from 2016-17 shows 67% of K-2 students proficient and ready for the next grade level

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CAASPP SBA ELA % of Met Standard and Exceeds Standard	Grades 3-8 Met Standard: 37% Exceeds Standard: 18%	Grades 3-8 Met Standard: 40% Exceeds Standard: 20%		

California Accountability Dashboard points for ELA	Grades 3-8 All students: 1 point above level 3	Grades 3-8 All students: Close the gap by 2 points		
ELA benchmark % of Met Standard and Exceeds Standard	Grades 3-8 Met Standard: 40% Exceeded Standard: 13%	Grades 3-8 Met Standard: 43% Exceeded Standard: 15%		
DRA2 % of students ready for next grade level at year end	Grades K-2 – Average % of students at grade level by year end: 67%	Grades K-2 – Average % of students at grade level by year end: 70%		

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 included as contributing to meeting the Increased or Improved Services Requirement:		
<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Low Income	
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide <input checked="" type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)	
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input checked="" type="checkbox"/> Specific Grade spans: <u>TK-5</u>	

ACTIONS/SERVICES

2017-18	2018-19	2019-20
New <input type="checkbox"/> Modified <input type="checkbox"/> <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Professional development provided to implement Guided Reading and Word Study in grades TK-5 to improve literacy through in house trainings and webinars.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$200	Amount	Amount
Source Supplemental	Source	Source
Budget Reference Professional Development	Budget Reference	Budget Reference

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
<u>Students to be Served</u>	<input type="checkbox"/> x All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____

[Location\(s\)](#)

All schools Specific Schools: _____ Specific Grade spans: Transitional Kindergarten and Kindergarten

OR

[ACTIONS/SERVICES](#)

2017-18

2018-19

2019-20

New Modified **X Unchanged**

New Modified Unchanged

New Modified Unchanged

Implement continued early literacy to include diagnostic assessment, small group instruction and running records support in Kindergarten and Transitional Kindergarten classrooms with part-time instructional assistants.

[BUDGETED EXPENDITURES](#)

2017-18

2018-19

2019-20

Amount

Amount

Amount

Source

Source

Source

Budget Reference

Budget Reference

Budget Reference

Action **3**

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

[Students to be Served](#)

All Students with Disabilities [Specific Student Group(s)] _____

[Location\(s\)](#)

All schools Specific Schools: _____ Specific Grade spans: Grades 6-8

[ACTIONS/SERVICES](#)

2017-18

2018-19

2019-20

X New Modified **Unchanged**

New Modified Unchanged

New Modified Unchanged

Implement monthly vertical team planning time for middle school, grades 6-8.

BUDGETED EXPENDITURES

2017-18

Amount

None beyond the base

Source

Budget
Reference

2018-19

Amount

Source

Budget
Reference

2019-20

Amount

Source

Budget
Reference

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

	<input checked="" type="checkbox"/> New	<input type="checkbox"/> Modified	<input type="checkbox"/> Unchanged
Goal 3	Decrease the rate of suspensions at all grade levels.		

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

Identified Need

California Accountability Dashboard shows a 4.7% rate of suspension with a .4% increase.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Suspension rate as reported by the California Accountability Dashboard	Suspension rate of 4.7%; Status: High	Suspension rate of 3.7%		

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:	
<u>Students to be Served</u>	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Professional development implemented at all grade levels for positive intervention, focusing on fixing the behavior.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: None beyond base	Amount:	Amount:
Source:	Source:	Source:
Budget Reference:	Budget Reference:	Budget Reference:

Action **2**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide <input checked="" type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

All schools

Specific Schools: _____

Specific Grade spans: _____

[ACTIONS/SERVICES](#)

2017-18

2018-19

2019-20

New Modified **Unchanged**

New Modified Unchanged

New Modified Unchanged

Implement quarterly positive behavior and attendance assemblies.

[BUDGETED EXPENDITURES](#)

2017-18

2018-19

2019-20

Amount None beyond the base

Amount

Amount

Source

Source

Source

Budget Reference

Budget Reference

Budget Reference

Action **3**

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

[Students to be Served](#)

All Students with Disabilities [Specific Student Group(s)] _____

[Location\(s\)](#)

All schools

Specific Schools: _____

Specific Grade spans: _____

[ACTIONS/SERVICES](#)

2017-18

2018-19

2019-20

New Modified **Unchanged**

New Modified Unchanged

New Modified Unchanged

Evaluate and revise progressive discipline options, to include Tier II interventions, to ensure that class instruction is less impacted.

[BUDGETED EXPENDITURES](#)

2017-18

2018-19

2019-20

Amount \$285

Amount

Amount

Source

Supplemental

Source

Source

Budget
Reference

Classified Salaries

Budget
Reference

Budget
Reference

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year 2017–18 2018–19 2019–20

Estimated Supplemental and Concentration Grant Funds: \$ 1,485,580 Percentage to Increase or Improve Services: 6.49 %

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](#)).

For the 2017-2018 school year, 28% of the enrolled students are unduplicated pupils including low income, foster youth, and English Learner pupils. Based upon the needs of the unduplicated students, AAE is improving services in the areas of instructional technology, early literacy intervention and increase attendance support. The needs of the targeted student populations influence the additional support provided throughout AAE so that pupils with need receive high levels of instruction and additional services.

For the 2017-2018 school year, the increase in LCFF Supplemental and Concentration Funding reflected in our LCAP is \$69,030 and our focus will be on refining our current programs and expenditures outlined below:

School Priorities and expenditures identified by our stakeholders in the 2017-2018 LCAP include:

- AAE will be purchasing and providing one-to-one tablets for the 4th grade class to improve student performance costing approximately \$25,000.
- AAE will provide Early Literacy support and intervention in grades K-3. Led by the full-time Reading Specialist and monitored by schoolwide Intervention Team to ensure that the interventions and supports provided are appropriate and that student progress is analyzed. Additional literacy support will be provided by instructional aides in the transitional kindergarten and kindergarten classes. (Reading Specialist \$117,720, Kindergarten Aides \$72,209)
- For the 2017-2018 school year, a new Perfect Attendance Program will be implemented at each quarter for the different grade bands. This program is the result of support from our PTC, Parents, and Community Partners. The SART program is led by school administration with support from the attendance office, counseling department and district nurse. These costs are included in the base program.

These services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities by:

- The one-to-one tablet program is directly linked to the Implementation of State Standards (Priority 2) as many of the core and supplemental curricular materials are accessed digitally through purchased apps and open source resources. This program is also linked to Pupil Achievement (Priority 4) as the one-to-one program provides the platform to use for norm referenced and benchmark assessments that teachers use to monitor academic progress throughout the school year. It is also the platform for annual SBA assessments. Additionally, the one-to-one program provides additional Course Access (Priority 7) to unduplicated pupil and students with special needs through APEX remedial courses and/or additional supplemental supports.
- Early literacy support is directly linked to the Implementation of State Standards (Priority 2) as literacy is the bedrock for academic success across all subject areas. Additional instructional support is given to English Learners and Students with Special Needs by the Reading Specialist, Kindergarten Aides and Special Education Aides.
- The improved Perfect Attendance Program is directly linked to Pupil Engagement (Priority 5) by focusing on improving school attendance rates for all students and decreasing chronic absenteeism rates. The quarterly incentive program should encourage students to maintain a higher level of attendance while the SART process will identify at-risk students and ensure that proper supports and an attendance plan is in place. This in turn will have a positive impact on passing and graduation rates in middle and high school.

Local Control and Accountability Plan and Annual Update Template Instructions

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

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

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

Plan Summary

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

When developing the LCAP, mark the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, mark 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. 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, mark 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, mark 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

Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. 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 contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services 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 checking “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is checked, 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 indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark “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 selecting “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.

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 scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must select one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, place a check mark next to “Limited to Student Groups”.

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 mark “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 selecting “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:

- Check “New” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Check “Modified” 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.
- Check “Unchanged” 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 check “Unchanged” 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 mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section 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. A broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

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

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

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

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster

children, including educational status and progress information that is required to be included in court reports;

- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

- (a) “Chronic absenteeism rate” shall be calculated as follows:
 - (1) The number of 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?