

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: New Day Academy, Inc.

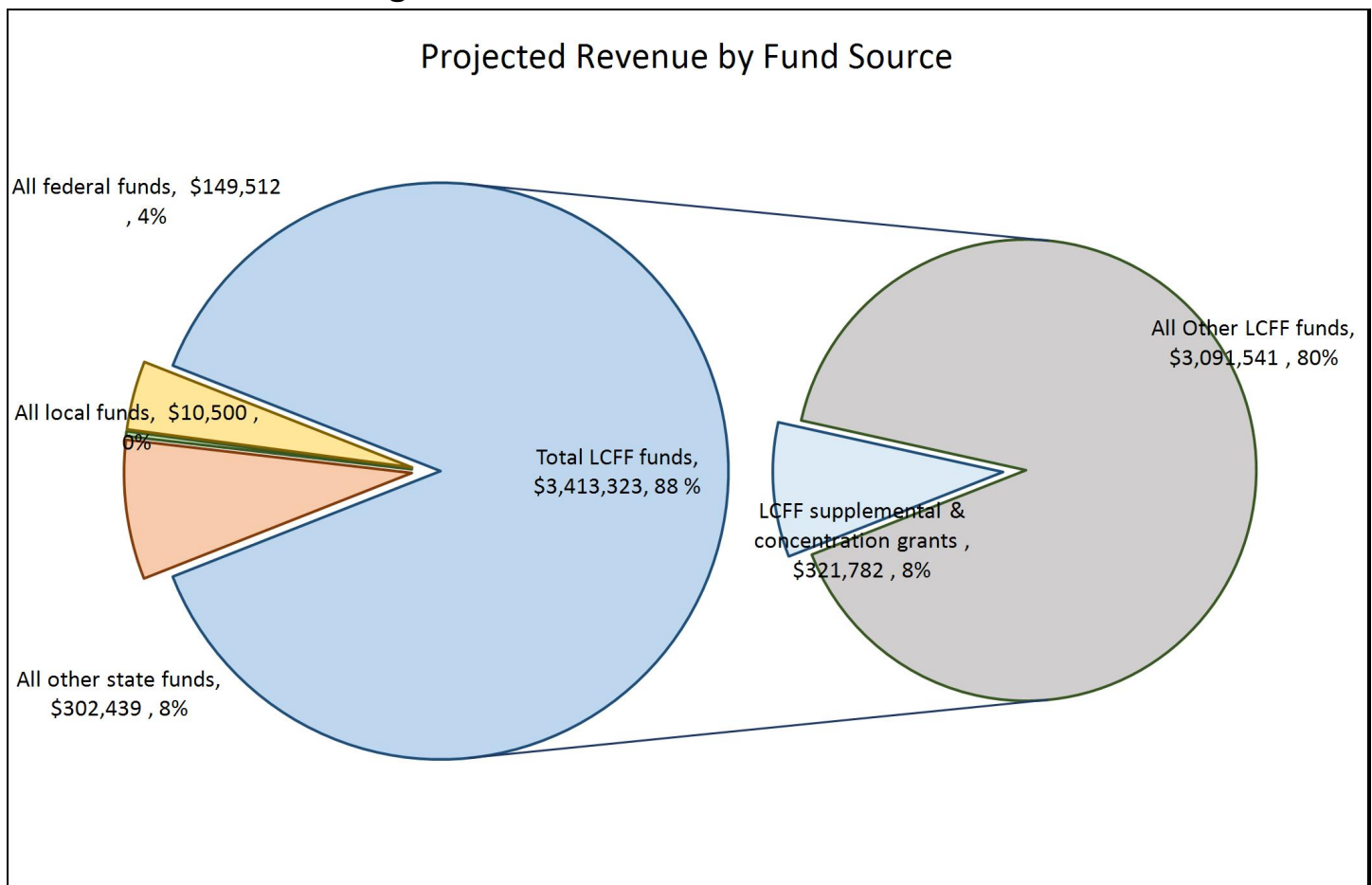
CDS Code: 45-70169-034031

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

LEA contact information: Laura Blachman, Executive Director

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

Budget Overview for the 2019-20 LCAP Year

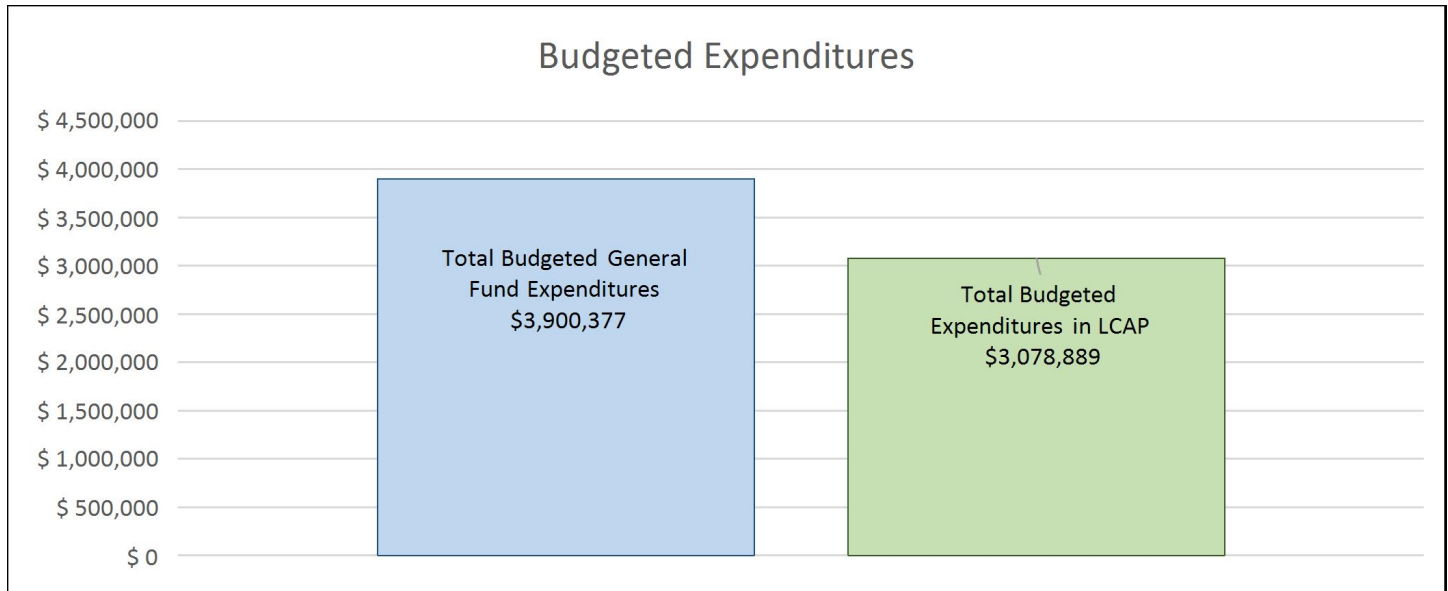


This chart shows the total general purpose revenue New Day Academy, Inc. expects to receive in the coming year from all sources.

The total revenue projected for New Day Academy, Inc. is \$3,875,774, of which \$3,413,323 is Local Control Funding Formula (LCFF), \$302,439 is other state funds, \$10,500 is local funds, and \$149,512 is federal funds. Of the \$3,413,323 in LCFF Funds, \$321,782 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much New Day Academy, Inc. plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

New Day Academy, Inc. plans to spend \$3,900,377 for the 2019-20 school year. Of that amount, \$3,078,889 is tied to actions/services in the LCAP and \$821,488 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

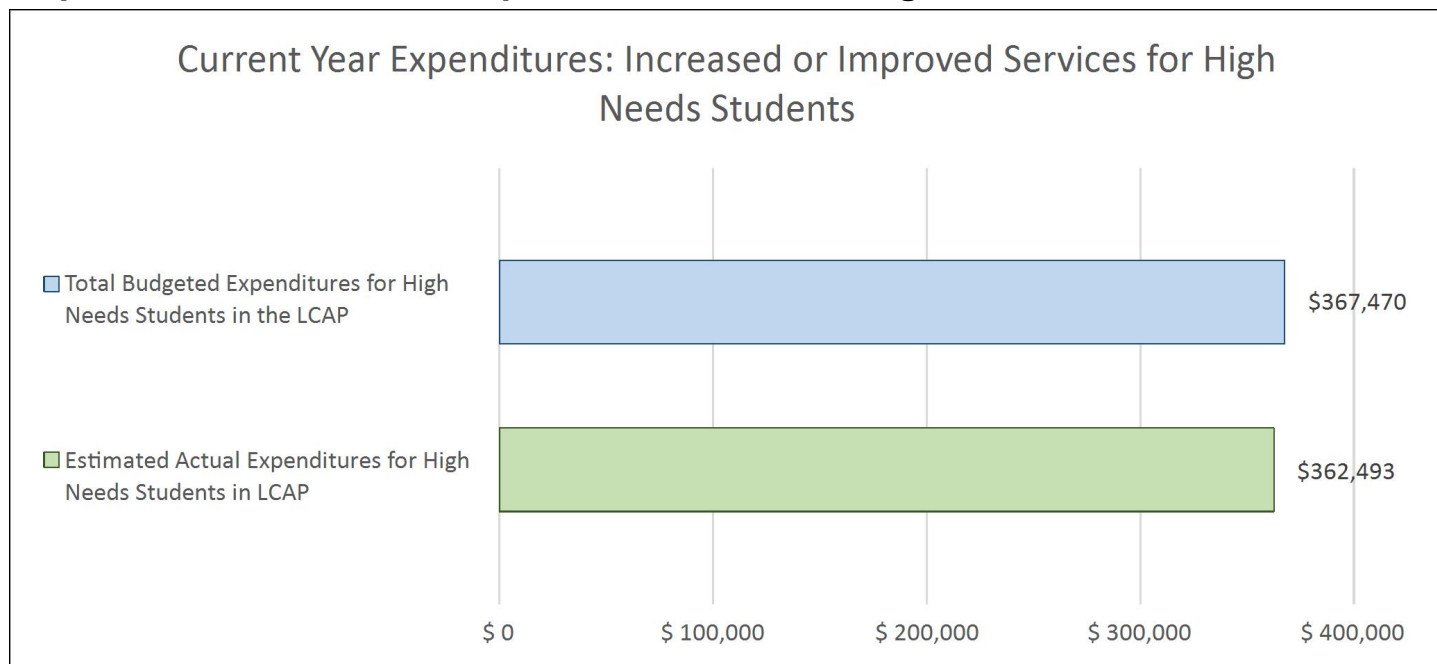
The following General Fund Budget Expenditures for the 2018-2019 year were not included in the LCAP: Resource Center Lease, Administrative Office Lease, utility costs, legal fees, office supplies, support staff/non-certificated staff salaries, administrative salaries, staff benefits, staff retirement contributions, staff travel expenditures, and audit fees.

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

In 2019-20, New Day Academy, Inc. is projecting it will receive \$321,782 based on the enrollment of foster youth, English learner, and low-income students. New Day Academy, Inc. must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, New Day Academy, Inc. plans to spend \$321,782 on actions to meet this requirement.

LCFF Budget Overview for Parents

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



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

In 2018-19, New Day Academy, Inc.'s LCAP budgeted \$367,470 for planned actions to increase or improve services for high needs students. New Day Academy, Inc. estimates that it will actually spend \$362,493 for actions to increase or improve services for high needs students in 2018-19.

The difference between the budgeted and actual expenditures of \$-4,977 had the following impact on New Day Academy, Inc.'s ability to increase or improve services for high needs students: NDA's 2018-2019 expenditures were \$4,977 lower than our total budgeted expenditures. The difference in expenditures did not impact the actions and services and the overall increased or improved services for the high needs students in 2018-2019. The difference is due to our failed attempt to hire a Mathematics Specialist for the 18-19 school year because of a lack of qualified candidates. The additional academic support we planned to offer through that position was accomplished by a Mathematics Committee made up of credentialed staff members dedicated to math support and skill improvement. Use of those staff members to complete the Mathematics Specialist tasks cost less than the proposed Mathematics Specialist position.



Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

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

LEA Name

New Day Academy, Inc.

Contact Name and Title

Laura Blachman
Executive Director

Email and Phone

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530-233-3861

2017-20 Plan Summary

The Story

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

New Day Academy (NDA) opened on August 27, 2018. It is a TK-12 personalized learning/independent study charter school governed by the New Day Academy, Inc. Board of Directors and sponsored by Whitmore Union Elementary School District. The school serves students in Shasta, Modoc, Tehama, Trinity and Lassen Counties. Enrollment in the 2018-2019 school year averaged 470 students. The student population is 47% socioeconomically disadvantaged and 2% English Learners.

The school organization has been serving students with a personalized learning program that follows California Independent Study law and regulations including state independent study attendance accounting since the year 2000. This school is a replication of New Day Academy Shasta. The NDA staff is committed to assisting parents who choose the independent study/homeschool model for their children. To facilitate success, each NDA student is assigned a credentialed teacher who works with the parent/guardian and student to create a personalized learning program based on student strengths, needs, and interests.

NDA Mission Statement

“The mission of New Day Academy (NDA) is to provide an innovative personalized learning program that honors parental choice. The School supports students through a wealth of educational resources, a commitment to excellence, and a desire to nurture the unique nature of every child.”

The school provides standards based curriculum that emphasizes the development of strong core learning competencies necessary to lead a fulfilled and successful life. Particular attention is devoted to English/Language Arts, Mathematics, Science, and Social Studies. Additional resources and instruction are offered in the areas of Visual and Performing Arts, Physical Education, Technology, as well as a variety of elective subjects using educational enrichment vendors, computer software programs, and community college concurrent enrollment. In addition to their assigned Credentialed Teacher, students are supported by NDA staff that includes the NDA Director, Principal, Librarian/Curriculum Specialist, Reading Specialist, Math Specialist, Writing Specialist, and two High School Coordinators.

In addition to assisting the student in completing all course work required to receive a high school diploma, the staff works to help each student to become a successful contributing member of society. This is accomplished by equipping the student for appropriate career and educational choices after high school.

LCAP Highlights

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

Goal 1: Students will have access to highly qualified teachers, standards aligned materials, a broad course of study and a resource center that is safe and clean.

Key features in this LCAP:

Credentialed staff will include 27 credentialed teachers, 1 Reading Specialist, 1 Math Specialist, 2 High School Coordinators, and 3 administrators.

Professional development opportunities will be offered to all staff with emphasis in CTE Pathways, Next Generation Science Standards, Mathematics instruction, and Reading intervention strategies. The school will have a fully implemented Special Education Program functioning as an LEA under the El Dorado Charter SELPA that includes credentialed staff employed by NDA.

The school will provide of a full array of standards based curriculum for all grade levels.

The school will purchase state adopted Next Generation Science Standard curriculum.

The school will offer a wide selection of online course options for all grade levels.

A complete list of UC a-g approved course options will be available to high school students.

A safe and clean Resource Center will be located in Redding with improvements to facilitate student services. Services to include: special education services, an onsite library, computer labs for assessment and instruction, classrooms for small class instruction, tutoring, and clubs.

A maintenance plan and a safety plan will be updated and implemented for the Redding Resource Center to ensure a safe and clean environment for all students and stakeholders.

Goal 2: Improve student achievement and performance. Prepare students to be college and career ready.

Key features in this LCAP:

Personalized learning plans will be developed for each student and supported by the assigned teacher, a writing specialist, a reading specialist, a math specialist, 2 high school coordinators, 3 administrators, 5 support staff members, and the parents/guardians.

The school will use DIBELS and i-Ready as internal assessment systems for all grade levels.

Information will be used to assign appropriate curriculum and to identify students in need of extra assistance to achieve grade level standards.

An effective intervention program for students performing below grade level will be implemented.

Grade level math classes and topic based intervention math classes will be offered at the Redding Resource Center.

Mathematics support and tutoring will be provided in all areas of service (Alturas, Burney, Redding).

Redding Resource Center activities will include: writing classes, STEM activities, Math instruction and tutoring, writing tutoring, CAASSP assessment preparation, Robotics Clubs for Middle and High School students, drama classes, and computer labs for student use.

High School Coordinators will work with each high school student to develop a graduation plan that identifies student goals, strengths and post high school plans.

NDA teachers will receive training in the implementation of the school's 7 CTE Pathways.

High School students and students will be encouraged to use the 7 Pathways that include online and community college course offerings.

Goal 3: Improve and develop systems to support school connectivity, participation, and communication.

Key features in this year's LCAP:

The school will use the School Pathways student information system to track student attendance throughout the year.

The school will have an informational parent meeting in August to introduce families to our program.

The school will maintain a professional website.

The school will use Parent Square as an internal communication network to keep all stakeholders informed about events and important information.

The school will offer educational field trips on a monthly basis to promote connectivity and engagement.

The school will initiate a fall school talent show and STEAM fair to showcase student talents and achievements.

The school will develop and implement a high school leadership course.

Review of Performance

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

Greatest Progress

Due to our organization closing New Day Academy Shasta in June 2018 and opening New Day Academy (NDA) in August of 2018, NDA is considered a new charter school by CDE and does not have dashboard results for the 17-18 school year.

Our school is most proud of the following actions and progress in the 2018-2019 school year. The added academic support, intervention processes, internal assessment, and activities led to improved performance for our academically low performing students.

Stakeholder surveys completed in April 2019 indicated that 99% of parents, high school students, and students grades 5-8 are very satisfied with NDA and would recommend the school to others.

School enrollment increased from 453 students in the 17-18 year to 480 students in the 18-19 school year.

NDA added new certificated staff to include: three new highly qualified teachers, an assistant principal trainee, and three special education positions shared with the North State JPA (Occupational Therapist, a Resource Specialist and a School Nurse).

All action items developed to meet the three goals were successfully implemented with the exception of the goal to hire a Math Specialist. Instead of hiring the position, NDA organized a Mathematics Committee that provided oversight and planning for Mathematics support and intervention to all students.

The Math Committee planned and implemented 6 parent math training sessions and 2 family math game nights.

School staff provided math tutoring three days per week for grades 4-12.

NDA increased Mathematics support to include a fractions and middle school math class and upper level mathematics tutoring at the Redding Resource Center.

Internal assessments using DIBELS (grades TK-K) and i-Ready (Grades 1-11) were completed by all students at the beginning of the school year or at enrollment. Information was used to select curriculum and determine grade level skills.

Internal assessments were administered midyear for students working below grade level as well as at the end of the year for all students to assess grade level growth.

Staff was dedicated to student improvement and used the school's intervention protocol to track, instruct, and support students working below grade level. Intervention Plans were created and implemented for 79 students who assessed below grade level in Math and/or Language Arts. Student growth was monitored and Student Success Team meetings were held for students not making adequate progress toward grade level equivalency at the end of the first semester.

NDA students benefited from a successful special education program as an LEA with the El Dorado Charter SELPA. This included: hiring staff, establishing contracts with service providers, IEP implementation and service to students, activation of child find, Student Success Team (SST) meetings, and new assessments for struggling students. Parents and students reported satisfaction with the program in the annual survey.

NDA increased support staff at the Redding Resource Center to include a Resource Center Manager and an Assistant Principal trainee.

NDA expanded support services offered at the Redding Resource Center. Activities included: special education services, internal and state assessment administration, state assessment preparation sessions, writing classes, High School Career Choices Class, Life After High School Class, Middle School Robotics Club, daily math tutoring, mathematics courses in fractions, a kindergarten skills class, drama classes, and STEAM sessions for grades 2-8.

NDA offered writing classes, math instruction and science lessons one day a week in Alturas.

NDA offered tutoring and skill building activities one day per week in Burney and Fall River Mills.

The High School Program had the following improvements: the a-g course list was expanded, new internship opportunities were created, online course opportunities were added, CTE options were implemented and 30 students attended the Nature Bridge Institute in Yosemite.

The Northeast High School Coordinator provided a Career Choices class and high school activities in the Alturas area.

NDA provided 46 educational field trips.

NDA supported student extracurricular experiences through the school educational enrichment vendor program.

NDA continued to improve schoolwide communication through the use of Parent Square and expanded use of the program to include field trip announcements and reservations.

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

Greatest Needs

Because we were a new charter school, we did not receive CA School Dashboard results. The following needs are based on the New day Academy Shasta dashboard results and our stakeholder input.

1. While New Day Academy is considered a new school by CDE, the organization operated New Day Academy Shasta in the 17-18 school year. New Day Academy Shasta's Spring 2018 SBAC scores indicated that math is an area of concern and need. The school wide dashboard performance category was yellow. The school's internal assessment programs also indicated that mathematics are an area of concern. While students in all grade levels have shown growth, we still

find that our students struggle to test at or above grade level in Mathematics. i-Ready math scores are outlined below:

September 2018

At or above grade level 33%

One year below grade level 40%

Two years below grade level 26%

March 2019

At or above grade level 53%

One year below grade level 30%

Two years below grade level 16%

Steps being taken to address this area in need of improvement:

NDA will bolster student instruction in math by offering weekly intervention math classes and grade level classes in the 2019-2020 school year. New action items are added to Goal #2 regarding math instruction.

NDA staff will gain instructional skills in math by attending Shasta County Office of Education mathematics training sessions. This action item will be carried over

NDA staff will offer parent training sessions addressing math instruction, proper use of assigned curriculum and the elements of a successful daily math program.

Students testing one or more grades below their grade level will have an intervention plan that may include one or more of the following options: one on one tutoring, weekly classes, supplementary online programs, use of diagnostic i-Ready lessons, and/or direct instruction to fill grade level skill gaps.

2. NDA staff identified a need to implement the developed Career Technical Education Pathways in the 2019-2020 school year. New action items have been added to Goal #2 for Professional Development and a task has been added to the High School Coordinator to encourage participation in the CTE Pathways in the 19-20 school year.

Steps being taken to address this area of need:

Administration in cooperation with the High School Coordinators will review the existing pathways prior to August and make any needed adjustments to the course options.

NDA will train staff in the use of the developed pathways at the annual August training session.

The NDA High School Coordinators will discuss options with all high school students and encourage engagement with the pathway in the 19-20 school year.

The August Parent Orientation meeting will include a discussion about the pathways and a handout describing each option.

A Parent Square notification will be sent to parents and high school students prior to the start of each semester encouraging enrollment in a pathway.

3. New state laws require that NDA offer a meal program to all students who are present at the NDA Resource Center for two or more hours of a school day.

Steps being taken to address this area of need:

A committee was been formed to research options and best actions to meet the new Educational Code.

The committee created a Meal Plan Proposal and will present to the Board of Directors for approval to be begin in the 2019-2020 school year.

Plan will be implemented in the 19-20 school year.

4. Beginning in the fall of the 2019-2020 school year, The California Healthy Youth Act will expand to require charter schools to teach a Comprehensive Sexual Health and HIV Prevention Education Course. New state statutes require charter schools to implement sex education to be completed once in the 7th -8th grade and once in high school. The need will be addressed with an action item in goal #2 to train teachers in the use and oversight of the Prevention Plus Curriculum.

Steps being taken to address this area of need:

NDA staff and administration researched curriculums appropriate to the independent study model. NDA has chosen to adopt the Prevention Plus curriculum for students to satisfy this requirement. It includes a middle school program and a high school program. Students will be required to complete each in the appropriate grade levels, unless their parents choose to opt out of the program.

Parent information letters will be sent in April 2019 to give parents time to review the curriculum.

NDA staff will attend Prevention Plus training sessions.

Implementation of the new Act will begin in the fall of 2019.

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

New Day Academy does not have California School Dashboard results yet for the 18-19 school year. This information will be analyzed and addressed when scores for the spring assessments are available.

Comprehensive Support and Improvement

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

Schools Identified

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

New Day Academy is not identified for CSI.

Support for Identified Schools

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

Not applicable.

Monitoring and Evaluating Effectiveness

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

Not applicable.

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 1

Students will have access to highly qualified teachers, standards aligned materials, a broad course of study and a resource center that is safe and clean.

State and/or Local Priorities addressed by this goal:

- State Priorities:
- Priority 1: Basic (Conditions of Learning)
 - Priority 2: State Standards (Conditions of Learning)
 - Priority 4: Pupil Achievement (Pupil Outcomes)
 - Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator SBAC Scores</p> <p>18-19 NDA SBAC baseline to be established spring 2019.</p> <p>Baseline To be determined.</p>	<p>NDA's school wide baseline SBAC scores will be added when the state releases the data.</p>
<p>Metric/Indicator Graduation rate</p> <p>18-19 TBD when graduating students have been enrolled at NDA for three or more years.</p> <p>Baseline</p>	<p>The official graduation rate will be determined when students have been enrolled for three or more years. This year, 99.4% of students on track to graduate in the 2018-2019 school year met state graduation requirements and graduated.</p>

Expected

To be determined.

Metric/Indicator

EL proficiency

18-19

EL proficiency: All EL students will make one year growth as measured by CELDT.

Baseline

To be determined.

Metric/Indicator

EL reclassification

18-19

To be determined when ELs have been enrolled at NDA for three or more years.

Baseline

To be determined.

Metric/Indicator

Grade level promotion

18-19

98 percent of NDA students will promote at least one grade level.

Baseline

To be determined.

Metric/Indicator

UC a-g course completion

18-19

All high school students enrolled in UC a-g courses will complete assigned courses.

Baseline

.To be determined.

Metric/Indicator

Internal assessment (DIBELS, i-Ready, MAP)

18-19

School initiated assessment results will show a three percent increase of students performing at or above grade level from the beginning of the year to the end of the year.

Actual

This year is NDA's first year of operation so we were not able to measure growth. The 19-20 LCAP metric will be rewritten to better reflect ELPAC growth reports and indicators.

3 out of 6 EL students tested in the 18-19 year received level 4 and will be reclassified as English Language proficient.

99% of NDA students promoted at least one grade level.

98% of students enrolled in UC a-g courses in the 18-19 school year completed and passed their assigned courses.

The 3% i-Ready growth target was met for Reading and Mathematics.

Results for 2018-2019:

Reading - 46% of students were at grade level or above at the start of the year and 65% of students were at or above grade level at the end of the year.

Expected

Baseline

To be determined.

Metric/Indicator

Access to standards-aligned instructional materials.

18-19

Every pupil in the school district will have sufficient access to standards-aligned instructional materials.

Baseline

To be determined.

Metric/Indicator

Highly qualified teachers

18-19

100% of the NDA teachers will be appropriately assigned and fully credentialed for the pupils they are serving.

Baseline

To be determined.

Metric/Indicator

Broad course of study

18-19

100% students will have access to a broad course of study.

Baseline

To be determined.

Metric/Indicator

Implementation of academic content and performance standards

18-19

Academic content and performance standards will be implemented for all students.

Baseline

To be determined.

Metric/Indicator

English Learner access to CCSS and ELD standards

18-19

Actual

Mathematics - 33% of students were at grade level or above at the start of the year and 53% of students were at or above grade level at the end of the year.

Every pupil in the school district has sufficient access to standards-aligned instructional materials.

100% of the NDA independent study teachers are fully credentialed and appropriately assigned for the pupils they are serving.

100% students are provided with a broad course of study that includes all of the subject areas described in Section 51210 and Section 51220(a) to (i), as applicable.

100% of NDA's unduplicated students and students with disabilities are provided with a broad course of study.

Academic content and performance standards were implemented for all students. Credentialed staff training and professional development support the implementation and student learning records provide evidence of academic content and standards mastery.

100% of the English Language Learners have access to the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency as evidenced by their personalized learning Master Agreements, intervention plans (if needed), implementation of EL

Expected

100% of English Language Learners will have access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Baseline

To be determined.

Metric/Indicator

School facility maintenance and safety

18-19

Completed parent surveys will indicate that parents consider the school facilities clean, safe, and in good repair.

Baseline

To be determined.

Actual

learning strategies and curriculum, one on one tutoring records, and student sign in sheets with the NDA Reading and Writing Specialists.

100% of parents and students surveyed agree that the Redding Resource Center is clean, safe, and in good repair.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.1 Employ, supervise, and evaluate highly qualified teachers (Teacher salaries-excluding Reading, Mathematics and Writing Specialists and Special Ed staff).	NDA, Inc. currently employs 26 highly qualified teachers and 2 specialists.	General Education Teacher Salaries 1000-1999: Certificated Personnel Salaries Base \$1,542,600	General Education Teacher Salaries 1000-1999: Certificated Personnel Salaries Base \$1,594,161
			General Education Teacher Salaries 1000-1999: Certificated Personnel Salaries Supplemental \$177,129

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.2 Provide staff professional development opportunities that target the following areas:	Professional Development activities attended in the 2018-2019 year are listed below	Professional Development 5000-5999: Services And Other	Professional Development 5000-5999: Services And Other

Special Education Services Tiered intervention for students performing below grade level in ELA and Math Next Generation Science Standards CTE Pathway implementation and development Use of Google Classroom ELA and Mathematics curriculum and instruction State and internal assessment programs High school student course and curriculum selection Mandated/required training for compliance	followed by the number of attendees. NDA SELPA Training (40) NDA Intervention Training (40) Administrative Designee Training (2) California Dashboard Webinar Series (1) Working Toward Coherence Webinar (1) WASC Self Study Seminar (3) School Behavioral Threat Assessment (1) Developing Emergency Operations Plans at SCOE (2) Special Education Legal Conference at SCOE (1) WASC Self-Study Training Webinar (2) K12 Strong Workforce Connection - Shasta College (1) K12 Strong Workforce Connection - Bidders Conference (1) New World of Work with Shasta College (2) B4YM Support for AB 1871 Webinar (3) 2018 CSAC High School Counselor Workshop (2) UC Admissions, CSU Admissions and Community College Transfer Training (2) Shasta County Financial Aid Workshop (2) El Dorado Charter SELPA Teacher Academy (4) A Plus Conference (1) CDE Assessment and Accountability Meeting (2) CSDC Leadership Update Conference (11)	Operating Expenditures Base \$32,000	Operating Expenditures Base \$17,540
			Professional Development 5000-5999: Services And Other Operating Expenditures Title II \$12,767

Northern California i-Ready User Summit (1)
 Shasta County Office of Ed Mathematics Training (7)
 Love and Autism (1)?Writing Grade Level Standards for Special Ed (1)
 Strengthening Social Communication Skills (1)
 Foster and Homeless Youth Training (2)
 CA Mathematics Council (1)
 CA Reading and Literature Project (1)
 Google Level 1 (3)
 Google Level 2 (2)
 School Pathways (1)
 The 6th NGSS STEM Conference (1)
 117 VPI Full Certification – El Dorado County Ed (1)
 Sexual Harassment Training (40)
 Mandated Reporter Training (40)
 i-Lit Training (4)

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.3 Purchase state adopted standards based curriculum and materials for all grade levels.	Purchased a-g online courses for fall and spring semesters. Purchased standards based curriculum and materials in August 2018. Publishers included: Houghton Mifflin Harcourt, McGraw Hill, Evan-Moor, Glencoe, Pearson	Standards based adopted curriculum 4000-4999: Books And Supplies Lottery \$91,300	Standards based adopted curriculum 4000-4999: Books And Supplies Base \$213,835
			Standards based adopted curriculum 4000-4999: Books And Supplies Federal Funds \$17,887
			Standards based adopted curriculum 4000-4999: Books

And Supplies Supplemental
\$23,759

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.4 Create a CA State Standards aligned a-g approved course list (including online courses).	The High School Coordinator completed a full list of a-g courses for NDA.	Part of the HS Coordinator salary in Goal 2, Action 11. Duplicate expense. 1000-1999: Certificated Personnel Salaries Base Duplicate expense	Part of the HS Coordinator salary in Goal 2, Action 11. Duplicate expense. 1000-1999: Certificated Personnel Salaries Base Duplicate expense

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.5 Provide a wide array of academic and enrichment opportunities through the school's approved enrichment course instructors/vendor list.	This year NDA added 23 new vendors to the approved vendor list, bringing the total number of vendors to 78. New vendor opportunities include multiple music vendors, photography, art, sewing and fashion design, horsemanship, and drama.	Educational Enrichment Vendors 5800: Professional/Consulting Services And Operating Expenditures Base \$352,000	Educational Enrichment Vendors 5800: Professional/Consulting Services And Operating Expenditures Base \$262,070
			Educational Enrichment Vendors 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$29,119

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.6 Insure that the Redding Resource Center is safe and clean through the following actions: Develop and follow a site safety plan. Develop a maintenance contract with the site landlord.	The NDA Site Safety Plan was updated and approved by the Board of Directors in February 2019. A maintenance contract was developed and signed by the site landlord.	Janitorial and grounds maintenance. 5000-5999: Services And Other Operating Expenditures Base \$10,000	Janitorial and grounds maintenance. 5000-5999: Services And Other Operating Expenditures Base \$15,686

Develop and use a daily check list for resource center cleanliness and maintenance.

A daily check list for resource center cleanliness and maintenance was developed at the start of the school year and followed throughout the year.

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.7 Hire credentialed staff and implement an effective and supportive Special Education Program as an LEA of the El Dorado Charter SELPA.	Four certificated staff members were hired and 3 positions were shared with the North State Special Education JPA to include an Occupational Therapist, a Resource Specialist, and a School Nurse.	Certificated special education personnel salaries - 5 certificated staff members and shared positions with the North State JPA. 1000-1999: Certificated Personnel Salaries Supplemental \$250,500	Certificated special education personnel salaries - 5 certificated staff members and shared positions with the North State JPA. 1000-1999: Certificated Personnel Salaries Special Education \$412,692

Analysis

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

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

All actions were fully implemented to meet Goal 1.
 New NDA staff members were hired and trained in June and July 2018 and began working with students in August 2018.
 Monthly teacher trainings were well attended to include instruction in the following: SBAC, STEM, NGSS, special education support, and CTE Pathways.
 Professional development opportunities offered by outside vendors were well attended as outlined above.
 State adopted curriculum was purchased in July and distributed for student use beginning in August 2018.
 The High School Coordinators created a State Standards aligned a-g approved course list available on the state website.
 The school's vendor list was expanded to include 23 new vendors offering extracurricular and academic opportunities.
 All actions to insure that the Redding Resource Center was a safe and clean learning environment were implemented. Families reported that they appreciate and enjoyed all activities and supports offered at the center.
 Special Education staff was hired and an effective and supportive program was offered to students throughout the 18-19 school year.

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

The actions and services for goal 1 were effective and the articulated goal was met. Questions regarding this goal were included in the annual surveys for staff, parents, and students and responses indicated the following:

All NDA students had access to highly qualified teachers and academic specialists to include students needing special education services.

The school purchased standards aligned curriculum as needed for all students and offered a many course options at all grade levels to insure mastery of grade level standards.

The Redding Resource Center and the school's administrative office were maintained and considered safe and clean by all stakeholders.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

New Day Academy was considered a "new school" by CDE in the 18-29 school year so Lottery monies were not distributed. The original expenditure for standards based curriculum was shown above as Lottery. Actual expenditures were paid out of the base.

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.

Goal #1 was reviewed by stakeholders and found to be appropriate for the 2019-2020 school year. The following changes will be made to the action items: professional development will be offered to implement the required health education requirement and the expenditure amount for approved enrichment course instructors/vendor will be adjusted to reflect actual expenditures in the 19-20 school year. These actions will be found in Goal 1.

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 2

Improve student achievement and performance. Prepare students to be college and career ready.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator
SBAC benchmark

18-19

Benchmark to be determined after first year of state assessment completed in the spring 2019.

Baseline

To be determined.

Metric/Indicator
Graduation rate

18-19

TBD when graduating students have been enrolled at NDA for three or more years.

Baseline

To be determined.

Actual

NDA's school wide baseline SBAC scores will be added when the state releases the data.

The official graduation rate will be determined when students have been enrolled for three or more years. In the 18-19 school year, 99.4% of 12th grade students met NDA's requirements for high school graduation.

Expected

Metric/Indicator

ELPAC results

18-19

100% of identified ELL students will make progress on CELDT.

Baseline

To be determined.

Metric/Indicator

EL reclassification

18-19

TBD when ELs have been enrolled at NDA for three or more years.

Baseline

To be determined.

Metric/Indicator

Grade level promotion

18-19

98 percent students will promote at least one grade level.

Baseline

To be determined.

Metric/Indicator

UC a-g course completion

18-19

All high school students enrolled in UC a-g courses will complete assigned courses.

Baseline

To be determined.

Metric/Indicator

Local Indicator - Reading Diagnostic Results (DIBELS, i-Ready)

18-19

Percentage of students achieving grade level proficiency on reading diagnostic assessments will increase 3% across all grade levels (beginning to end of the year).

Baseline

To be determined.

Metric/Indicator

Local Indicator - Math Diagnostic Results (DIBELS, i-Ready)

Actual

6 EL students were given the ELPAC assessment in the 18-19 school year. All students made progress and 3 out of 6 progressed to level 4 and will be reclassified as English Language Proficient.

EL reclassification rate in the 18-19 year was 50%.

100% of students promoted at least one grade level.

98% of students enrolled in UC a-g courses in the 18-19 school year completed and passed their assigned courses.

The 3% i-Ready growth target was met for Reading.

Results for 2018-2019:

Reading - 46% of students were at grade level or above at the start of the year
67% of students were at or above grade level at the end of the year.

The 3% i-Ready growth target was met for Mathematics.

Expected

18-19

Percentage of students achieving grade level proficiency on math diagnostic assessments will increase 3% across all grade levels (beginning to end of the year).

Baseline

To be determined.

Metric/Indicator

Local Indicator - Progress reports for parents

18-19

100% of students and their parents will receive diagnostic reports throughout the year showing progress in reading and math.

Baseline

To be determined.

Metric/Indicator

Local Indicator -Standards aligned curriculum

18-19

All students will have access to standards-aligned curriculum.

Baseline

To be determined.

Metric/Indicator

Local indicator - Annual survey outcomes regarding academic achievement

18-19

Annual School Surveys (parents, high school students, students grades 5-8) collected will indicate that:

95% of students are satisfied with their academic achievement.

95% of parents are satisfied with their children's progress.

Baseline

To be determined.

Metric/Indicator

CDE Dashboard - College and Career Readiness

18-19

85% of high school seniors will meet the dashboard criteria to be considered college and career ready.

Baseline

Actual

Results for 2018-2019:

Mathematics - 35% of students were at grade level or above at the start of the year.

53% of students were at or above grade level at the end of the year.

Diagnostic reports were shared with parents after initial i-Ready and DIBELS assessment, in January if the student had an intervention plan and again in March when all students were reassessed.

100% of NDA students had access to standards aligned curriculum.

Annual Schools Surveys collected indicate that:

98% of students are satisfied with their academic achievement.

99% of parents are satisfied with children's progress and academic achievement.

College and Career Preparedness

NDA had 28 students graduate in the 18-19 school year. Of those students, 17 students or 61% met the criteria for prepared.

2 students or 7% met the criteria for approaching prepared.

Expected

Actual

To be determined.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.1 Develop and monitor individual learning plans for each student, including appropriate materials and interventions to ensure satisfactory progress toward grade level promotion and graduation.	Completed by all credentialed staff on a monthly basis.	Duplicate expenditure-general education teacher salaries goal #1, Action #1. 1000-1999: Certificated Personnel Salaries Base Duplicate expense	Duplicate expenditure-general education teacher salaries goal #1, Action #1. 1000-1999: Certificated Personnel Salaries Base Duplicate expense

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.2 Purchase internal assessment program licenses for all grade levels. Conduct assessments at the start of the school year and as needed throughout the year to assess student academic growth and mastery of grade level standards.	i-Ready program was purchased in August to assess and provide prescriptive instruction for grades 1-11.	License fees for DIBELS, i-Ready, and high school assessment tool to be determined. 5000-5999: Services And Other Operating Expenditures Supplemental \$7,000	License fees for DIBELS, and i-Ready. 5000-5999: Services And Other Operating Expenditures Supplemental \$28,927

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.3 Implement a tiered intervention process to track and assist students performing below grade level.	The following actions were taken: August staff training focused on intervention strategies and the process for the 18-19 year.	40% of teacher salaries to serve unduplicated students. Duplicated percentage = \$617,040. 1000-	40% of teacher salaries to serve unduplicated students. Duplicated percentage = \$617,040. 1000-

	<p>School Intervention Team was established August 2018. All students were assessed internally September 2018. Intervention plans were developed for any student assessing 1 or 2 levels below their grade level. 79 Students participated in tutoring /educational activities directed toward skill building as outlined in the intervention plan throughout the year.</p>	1999: Certificated Personnel Salaries Base Duplicate expense	1999: Certificated Personnel Salaries Base Duplicate expense
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Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.4 Fund .5 FTE Mathematics Specialist to assess, instruct, provide oversight to mathematics intervention program.	<p>NDA was not able to fill the Math Specialist position in the 18-19 school year as we did not have qualified applicants. In place of the specialist, a Math Committee was formed to include NDA teachers with strong math skills. The committee completed the following tasks: 5 parent training sessions focused on math operations and instruction. 2 family math nights. 1 Teacher training session focused on the elements of an effective math instruction program. Plans were created to offer grade level math instruction for all students in the 19-20 school year.</p>	<p>Mathematics Specialist Salary 1000-1999: Certificated Personnel Salaries Supplemental \$32,000</p>	<p>Teacher stipends for fulfilling Math Specialist duties 1000-1999: Certificated Personnel Salaries Supplemental \$5,963</p>
			<p>Teacher stipends for fulfilling Math Specialist duties 1000-1999: Certificated Personnel Salaries Title I \$2,300</p>

Action 5

Planned

Actual

Budgeted

Estimated Actual

Actions/Services	Actions/Services	Expenditures	Expenditures
2.5 Fund 1FTE Reading Specialist to assess, instruct, provide oversight to reading intervention program.	Action completed. The full time Reading Specialist focused on assisting students needing intervention or working below grade level. Supplemental funds were used for this position.	Reading Specialist Salary \$61,500 1000-1999: Certificated Personnel Salaries Base \$61,500	Reading Specialist Salary 1000-1999: Certificated Personnel Salaries Title I \$38,824
			Reading Specialist Salary 1000-1999: Certificated Personnel Salaries Supplemental \$22,673

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.6 Fund 1 FTE Writing Specialist to implement school wide writing program.	Action completed. The full time Writing Specialist offered grade level writing classes at the Redding Resource Center, supported a writing teacher serving students in the Alturas area, and created monthly grade level writing packets for student use.	Writing Specialist Salary \$54,640 1000-1999: Certificated Personnel Salaries Supplemental \$54,640	Writing Specialist Salary 1000-1999: Certificated Personnel Salaries Title I \$33,079
			Writing Specialist Salary 1000-1999: Certificated Personnel Salaries Supplemental \$21,561

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.7 Fund 1.5 FTE High School Coordinator to serve Shasta and Modoc Counties providing the following student services: Academic counseling High School course planning CTE Pathway creation and oversight Staff assistance and guidance with course and curriculum selection Communication with parents and students regarding high school activities and opportunities College outreach (course development and student tours)	Action completed. The High School Coordinators completed the following: Updated the HS Guide. Updated the school's a-g course list. Contacted all high school students to provide academic planning and counseling. Completed 7 CTE Pathways for students use. Provided assistance and guidance to educational staff working with high school students. Planned and implemented monthly gatherings or events for high	1.5 FTE High School Coordinator salaries 1000-1999: Certificated Personnel Salaries Supplemental \$96,700	1.5 FTE High School Coordinator salaries 1000-1999: Certificated Personnel Salaries Supplemental \$96,700

Development and oversight of a full a-g course list
Annual Career Choices classes in Shasta and Modoc Counties

school students in Redding and Alturas.
Offered Career Choices classes in Redding and Alturas.
Offered a Life After High School class in Redding.
Scheduled 3 college tours fall semester.
Oversight of a-g course implementation and online course mentor training.
Planned and oversaw a high school banquet and the high school graduation ceremonies in Redding and Alturas.

Action 8

Planned Actions/Services

2.8 Implement a minimum of four Career Technical Education Pathways for high school students.

Actual Actions/Services

The following CTE Pathways were available to high school students in the 18-19 school year:
Business Management
Family and Human Services
Engineering Design
Food Service and Hospitality
Forestry and Natural Resources
Information and Support Services
Patient Care

Budgeted Expenditures

High School Coordinator and Teacher Salaries -duplicate expense 1000-1999: Certificated Personnel Salaries Base Duplicate expense

Estimated Actual Expenditures

High School Coordinator and Teacher Salaries -duplicate expense

1000-1999: Certificated Personnel Salaries Base Duplicate expense

Action 9

Planned Actions/Services

Offer a minimum of three college tours to students grades 7-12.

Actual Actions/Services

Tours were planned for Oregon Institute of Technology, Chico State and Butte Community College. Vans were not required

Budgeted Expenditures

Rent vans for transportation to college tours. 5000-5999: Services And Other Operating Expenditures Base \$5,000

Estimated Actual Expenditures

Rent vans for transportation to college tours. 5000-5999: Services And Other Operating Expenditures Base 0

to transport students so there was no expense.

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.6 Administer Home Language Survey and CELDT (California English Language Development Test) for any new student who indicates on the Home Language Survey that English is not their native language. Notify all parents of its responsibility for CELDT testing and of CELDT results.	Action completed. The NDA Assessment Coordinator administered the CELDT Summative Assessment to 6 students and shared the results with the student's parents.	5% of the Assessment Coordinator Salary - duplicate expense 1000-1999: Certificated Personnel Salaries Supplemental Duplicate expense	5% of the Assessment Coordinator Salary - duplicate expense 1000-1999: Certificated Personnel Salaries Supplemental Duplicate expense

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.

Ten out of eleven action items in the 18-19 LCAP were successfully implemented for goal #2. The only action item not implemented was the addition of a .5 FTE Math Specialist. To replace the services and support that this position would have offered NDA students in the 18-19 school year, a Math Committee was formed using existing NDA staff who have strong math skills and a passion for the subject. The committee was focused on developing a schoolwide math program to improve student skills and competence. Funds designated for the Math Specialist position were spent paying the participating teachers hourly for math support duties. Total expenditure was \$6,180 for hourly duties associated with math instruction and support.

While seven CTE Pathways were available to high school students as outlined in the action item, we did not have students enroll in the pathways in the 18-19 school year. Staff has agreed that more training regarding the pathways is needed and students should be encouraged to utilize the pathway that aligns with their interests in the 19-20 school year.

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

The action items for goal 2 supported student achievement and performance and helped students to prepare for college and career paths after high school. The Redding Resource offered staff the opportunity to support students' growth and interests. The actions and services directed at improving student achievement and performance were effective as shown by the i-Ready scores and the increased number of students performing at or above grade level. Actions directed toward preparing students to be college and career ready were also effective as evidenced by the number of students attending the Career Choices classes, the number of students concurrently enrolled in community colleges (70), and the school's graduation rate.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 2.2 for the i-Ready, internal assessment license was estimated to be \$7,000. The actual cost was \$18,508 due to increased student numbers and use of i-Ready to assess high school students.

Action 2.4 included \$32,000 for a part time Math Specialist. We did not have qualified applicants for the position so it was not filled. Funds designated for that position were redirected to existing staff on the Math Committee who created events, offered parent training sessions and tutored students in math. The expense for Math Committee teacher stipends was \$6,180.

Action 2.9 included \$5,000 to rent vans for college tours. Parents provided transportation so the van rental was not needed.

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 have been made to this goal but there will be new actions and services initiated in the 19-20 school year to support student achievement as outlined below:

Mathematics Support - The LCFF Evaluation Rubrics indicate that mathematics is an area of need and support and the NDA staff agree with that analysis. The 19-20 LCAP will include an emphasis on mathematics instruction and program oversight. While the school's independent study model does not allow the assigned teachers access to students on a daily basis, it will be important to provide appropriate curriculum, to expose parents in the daily elements of a successful math program, to provide grade level math classes and intervention and to have tutoring available for all skill levels. NDA staff will have new action items in goal 2 to address those needs.

CTE Pathways - Teachers will receive training in the use of CTE Pathways and the High School Coordinators will encourage parents and students to consider the CTE Pathways in their semester learning plans.

Mandated Health Education Requirements - The school will implement the mandated health education requirements for middle and high school students using the Positive Protection Plus curriculum. Teachers will be trained in the use of the curriculum and program oversight.

These actions and services will be found in Goal 2.

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 3

Improve and develop systems to support school attendance, connectivity, participation, and communication.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

Attendance rate

18-19

Maintain a School Attendance rate of 95% or better.

Baseline

To be determined.

Metric/Indicator

Chronic Absenteeism rate for high school students

18-19

Maintain a Chronic Absenteeism rate of 1.5% or lower for high school students.

Baseline

To be determined.

Actual

98.85% attendance rate at P-2 in the 18-19 school year.

NDA's high school chronic absenteeism rate for the 18-19 school year was 5%. Maintaining a chronic absenteeism rate of 1.5% or lower for high school students was found to be unrealistic. The NDA metric will be changed in the 19-20 LCAP to measure chronic absenteeism for all grade levels (K-12).

Expected

Metric/Indicator

Chronic Absenteeism rate for middle school students

18-19

Maintain a Chronic Absenteeism rate of 1.5% or lower for middle school students.

Baseline

To be determined.

Metric/Indicator

Expulsion Rate

18-19

Maintain an expulsion rate of 0% in the 2018-2019 school year.

Baseline

To be determined.

Metric/Indicator

Drop out rate for high school students

18-19

Maintain a high school drop out rate below 1%.

Baseline

To be determined.

Metric/Indicator

Drop out rate for middle school students

18-19

Maintain a middle school drop out rate below .5%.

Baseline

To be determined.

Metric/Indicator

Suspension rate

18-19

Maintain a suspension rate of 0%.

Baseline

To be determined.

Metric/Indicator

Local Measure: Parent Survey Results

18-19

Actual

NDA's middle school chronic absenteeism rate for the 18-19 school year was 1%.

The NDA metric will be changed in the 19-20 LCAP to measure chronic absenteeism for all grade levels (K-12).

NDA had a 0% expulsion rate for the 18-19 school year.

NDA had a 0.6% drop out rate for high school students in the 18-19 school year.

NDA had a 0% drop out rate for middle school students in the 18-19 school year.

NDA had a 0% suspension rate in the 18-19 school year.

The 2019 parent survey indicated that 100% of the respondents would recommend NDA to others.

Expected

The number of parents that would recommend NDA to others will be 95% or better.

Baseline

To be determined.

Metric/Indicator

Annual Parent Survey results regarding school wide communication

18-19

98% of NDA parents receive Parent Square emails with information regarding events, news and field trips.

Baseline

To be determined.

Metric/Indicator

Parental participation in programs for individuals with exceptional needs

18-19

100% of parents with exceptional needs students participate in their children's education on a daily basis.

Baseline

Baseline to be determined.

Actual

The survey also indicated that 90% of parents understand they have the opportunity to serve on the school governance board and the advisory council.

Annual parent survey results indicated that 100% of parents use the Parent Square portal for communication. 100% of special needs parents are encouraged to attend the quarterly Special Ed Parent District Advisory Council. Remote access is available for the CACC meetings so that all parents are able to attend.

The nature of our independent study school model requires parents to participate daily in their children's education. Therefore, 100% of parents participate on a daily basis. This includes participation from parents with unduplicated pupils.

Actions / Services

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

Action 1

Planned Actions/Services

3.1 Implement the use of the School Pathways Student Information System to track student attendance and academic progress.

Actual Actions/Services

Completed each month. P-1 attendance filed January 11, 2018, P-2 attendance filed April 5, 2019 Expenditure is the cost of School Pathways program for the year.

Budgeted Expenditures

Purchase School Pathways Program 5000-5999: Services And Other Operating Expenditures Base \$20,000

Estimated Actual Expenditures

Purchase School Pathways Program 5000-5999: Services And Other Operating Expenditures Base \$17,812

Action 2

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

3.2 Maintain NDA website including pages that contain links and activities, math and writing information pages, parent/student handbook, high school course guide, parent resources, and school calendar.

Website updated in July 2018 and maintained throughout the year.

JCI Marketing-Website Management 5000-5999: Services And Other Operating Expenditures Base \$400.00

JCI Marketing-Website Management 5000-5999: Services And Other Operating Expenditures Base \$1,903

Action 3

Planned Actions/Services

3.3 Organize and offer a parent informational meeting in August to introduce families to our program.

Actual Actions/Services

Action completed. Parent Orientation Meeting August 16, 2108 (56 in attendance).

Budgeted Expenditures

Duplicate expense - Teacher salaries 1000-1999: Certificated Personnel Salaries Base Duplicate expenditure

Estimated Actual Expenditures

Duplicate expense - Teacher salaries 1000-1999: Certificated Personnel Salaries Base Duplicate expense

Action 4

Planned Actions/Services

3.4 Conduct educational field trips and extracurricular activities at least once a month to promote student and family engagement.

Actual Actions/Services

Surveys were reviewed and field trips planned included parent requests.
Field Trip (# of participants)
Nature Bridge Yosemite Field Experience (30)
Cross Country Community Program (30)
High School Soccer Golf (12)
Sacramento Train Ride and Railroad Museum (73)
Thundering Moccasins Native Show (58)
Coleman Fish Hatchery (88)
Clear Creek Gorge Nature Hike (32)
Fort Crook Museum (21)
Shasta College Pumpkin Tour (119)
Fix Saxs: Music 4 Schools (44)

Budgeted Expenditures

Fees for field trip activities. 5000-5999: Services And Other Operating Expenditures Base \$15,000

Estimated Actual Expenditures

Fees for field trip activities. 5000-5999: Services And Other Operating Expenditures Base \$32,978

Rare Air Middle School (37)
 Cascade Christmas (150)
 Nutcracker (160)
 Planetarium (48)
 Mulan, Jr. (140)
 Marine Mammal Center and USS
 Hornet (50)
 Ice Skating (42)
 Mt. Shasta Ski Program (95)
 National Geographic Live!
 Untamed (146)
 4th Grade Capitol Trip (44)
 Ugly Duckling (42)
 Anthropology Museum (34)
 Newsies Play (135)
 A Night on Broadway (9)
 Nutcracker Ballet in Klamath Falls
 (16)
 Doktor Kaboom (2)
 Hadwick Family Farm Pumkin
 Patch (6)
 Northstate Symphony Little People
 (6)
 Northstate Symphony Young
 People (62)
 Shrek (57)
 Kinder College (7)
 Special Kids Rodeo (4)
 Heritage Days Rodeo (21)
 Court House Tour (15)
 High School Banquet (115)
 Foot Golf – 7 week program (10)
 College Quest (5)
 Senior Preview Day Shasta
 College (1)
 Exodus Farms (7)
 Simpson College Tour (10)
 High School Bowling x 3 (24)
 STEAM Day (11/16/18)- (9)
 Exodus Farms (1/23/19- 8 weeks
 long) (8)
 Redding City Hall (5)

Shasta County Courthouse (11)
In Woods Logging Demo (32)
6th -12th Grade Hike (5)

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.5 Purchase and implement Parent Square communication system license to insure that all stakeholders are aware of all opportunities, activities and important school information throughout the school year.	Parent Square program was purchased in August 2018.	Purchase Parent Square Communication Program 5000-5999: Services And Other Operating Expenditures Base \$2,000	Purchase Parent Square Communication Program 5000-5999: Services And Other Operating Expenditures Base \$1,529

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.6 Offer schoolwide events such as a talent show and a STEM Expo to highlight student talents and achievements.	Drama production, December 12th, 2018 STEAM Expo January 11, 2019 (20 participants) Talent Show May 16, 2019. Events were held at the Redding Resource Center so there was no expense.	Supplies and venue rental. 5000-5999: Services And Other Operating Expenditures Base \$4,000	Supplies and venue rental. 5000-5999: Services And Other Operating Expenditures Base \$679

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.7 Complete and distribute quarterly newsletters to keep stakeholders informed about school activities, accomplishments, and student achievements.	Newsletters were distributed to stakeholders on 9/14/18; 11/30/18; 3/24/19	Teacher salaries - duplicate expenditure. 1000-1999: Certificated Personnel Salaries Base Duplicate expenditure	Teacher salaries - duplicate expenditure. 1000-1999: Certificated Personnel Salaries Base Duplicate expenditure

Analysis

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

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

All actions and services were successfully implemented to achieve goal #3.

The school continued to improve school wide communication through the use of Parent Square and parent meetings.

A Parent Orientation Meeting was implemented in August and was well attended. A back to school BBQ was also held with the goal to increase family participation and connectivity.

A wide range of field trip opportunities were offered to our students resulting in a high level of student participation. Our High School students were offered a variety of extra curricular activities designed specifically for age level connectivity.

School wide events such as a talent show, drama production, and a STEAM Expo successfully highlighted student achievement.

Semester newsletters were created and distributed to all stakeholders via Parent Square.

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

Parents, students, staff, advisory council and the board of directors all report through spring surveys and communication that they are well informed and involved in school planning and management. Parent Square continues to be an excellent communication tool for general information as well as field trip communication/reservation. The parent survey indicated that they were very satisfied with field trips and the ability to have students attend activities at the Redding Resource Center. Parents in the Alturas area were also pleased with the weekly classes offered in their area. The high school students survey and a meeting with high school students to discuss LCAP goals indicated that they would enjoy more events for high school students and a class to help plan and implement new clubs and activities. The student survey for grades 5-8 indicated that they would enjoy some field trip or activity opportunities designated for middle school students. The 8th graders expressed that they would like to be invited to high school events toward the end of the school year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The estimated amount for educational field trips and extracurricular activities was estimated to be \$15,000. The actual expenditures totaled \$29,515. The difference is the amount dedicated to the 5 day High School Nature Bridge trip to Yosemite. This trip was not planned when the LCAP was created in the spring of 2018.

The second difference in the budgeted expenditures and estimated actual expenditures is in the area of facility rental. NDA held the STEAM Expo and the Talent Show at the Redding Resource Center so there was no cost.

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.

Metric/Indicator changes:

Most Goal #3 metric/indicators were met in the 2018-2019 school year except for the Chronic Absenteeism metric for high school and middle school students. The metric stated that the school would have a rate below 1.5% for high school and middle school students. The actual rates were 5% for high school students and 1% for middle school students. This is the first year of measurement and it is clear that 1.5% is not a reasonable rate for high school students. NDA student attendance is based on the amount of work produced rather than seat time in a classroom. When a student is not completing assignments outlined by the assigned NDA Teacher they are in non-compliance and the number of attendance days is reduced.

The metric for chronic absenteeism will be changed in the 19-20 LCAP to represent NDA's K-8 grade level span and to have realistic goals and measurement. The metric/indicator will change to "Schoolwide chronic absenteeism will be less than the state average."

Goal changes:

Goal #3 was reviewed by stakeholders and found to be appropriate for the 2019-2020 school year.

The following action/service item will be added to Goal #3 in the 19-20 LCAP.

The school will implement a high school course aimed at planning and implementing leadership activities for high school students such as dances, the high school graduation ceremony, the high school banquet, service learning projects, the Yosemite Nature Bridge Trip and clubs that the group determines would be beneficial.

This actions will be found in Goal 3.

Stakeholder Engagement

LCAP Year: **2019-20**

Involvement Process for LCAP and Annual Update

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

NDA consulted the following stakeholders in the planning process for this LCAP/Annual Review and Analysis:

Parents

NDA parents are in constant communication with their assigned NDA Teacher. A formal learning period meeting occurs every 20 school days and the teacher discusses students progress, work completed by the student, services offered by the school, curriculum and any other topics that the parents would like to discuss. This process allows the school to consistently gauge its success serving students throughout the year.

There are four parents on the NDA Advisory Council. The LCAP was a discussion item at each of the four council meetings this year. The council did an outstanding job reviewing goals and action items and suggesting new actions to meet goals in the 19-20 school year.

The NDA Board of Directors has 2 parents on the board and the LCAP was reviewed and discussed at each monthly meeting. This group also reviewed progress gave input to goals and action items for the 19-20 school year.

NDA held two schoolwide parent meetings aimed at evaluating NDA's education program. At each meeting parents discussed the program, gave input to goals, discussed the school's strengths and offered suggestions for improvement.

Parents completed the annual survey in March 2019. Survey results were critical to the LCAP Annual Review and Analysis process.

Students

NDA students meet with their assigned Teacher consistently throughout the school year. The Teacher discusses their personalized program, reviews their work, tutors the student as needed and has the opportunity to hear what the students think about the program. There are two high school students on the school Advisory Council. As stated above, the LCAP was a discussion item at each meeting and suggestions were recorded in the meeting minutes.

High school students and students grades 5-8 completed the annual surveys in March 2019. Survey results were an important part of the LCAP Annual Review and Analysis process.

Staff

NDA staff meets together as a staff a minimum of one day per month. The LCAP goals and progress were reviewed at each meeting and suggestions were recorded for creation of the new document.

NDA staff is working on the school's WASC Self Study document this year. This process required a thorough evaluation of our program and plans for improvement. Information gained through the self study process is relevant to the LCAP Annual Review and Analysis process and used to develop new action items for the 19-20 school year.

NDA staff completed the annual staff survey in March 2019. Survey results were used in the LCAP Annual Review and Analysis process.

The LCAP document was reviewed and approved by the Advisory Council on May 6, 2019 and approved by the NDA Board of Directors on June 14, 2019. NDA certificated staff does not belong to the California Teacher's Association Union.

Impact on LCAP and Annual Update

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

The NDA 19-20 LCAP action items are planned to continually improve student academic progress and include suggestions gained through stakeholder engagement. Action items that were successful and served student progress and achievement will be repeated in the 19-20 school year. Stakeholder input contributed to the addition of the following actions items focused on meeting NDA's three goals:

Goal #2: Grade level mathematics classes will be offered for students grades 4-12 in the 19-20 school year.

Goal #2: Intervention mathematics sessions dedicated to concepts such as fractions, decimals, percents, multiplication and division will be offered to support concept mastery in the 19-20 school year.

Goal #2: Teachers will receive training in the use and oversight of the Positive Prevention Plus Program to meet state requirements regarding health education.

Goal #2 The school will provide teacher training and recruit students to participate in the seven Career Technical Education Pathways for high school students.

Goal #3: The school will create and implement a high school leadership course dedicated to offering opportunities for community development and connectivity among students.

Goal #3: The school will invite 8th grade students to participate in high school events in the second semester to help them be prepared for their transition to the 9th grade.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 1

Students will have access to highly qualified teachers, standards aligned materials, a broad course of study and a resource center that is safe and clean.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Identified Need:

To support student success, NDA teachers need to be highly qualified, participate in comprehensive professional development, and have the resources to provide a CA state standards aligned education program to students. In addition to the resources to be provided at the resource center, the center must be clean and safe so that students and their families will be encouraged and motivated to use it.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
SBAC Scores	Baseline SBAC scores to be reported when the state releases the school wide data for spring 2019.	Does not apply.	Baseline SBAC scores to be reported when the state releases the school wide data for spring 2019.	SBAC The percent of students school wide scoring Standard Met and Standard Exceeded will increase by a combined

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
				minimum of 2% annually.
Graduation rate	18-19 graduation rate was 0.6% .	Does not apply.	TBD when graduating students have been enrolled at NDA for three or more years.	TBD when graduating students have been enrolled at NDA for three or more years.
EL proficiency	6 EL students were given the ELPAC assessment in the 18-19 school year. All students made progress and 3 out of 6 progressed to level 4 and will be reclassified as English Language Proficient.	Does not apply.	EL proficiency: All EL students will make one year growth as measured by ELPAC.	EL proficiency: 90% of EL students will show a scale score increase annually on the ELPAC.
Grade level promotion	18-19 100% of students promoted one grade level.	Does not apply.	98 percent of NDA students will promote at least one grade level.	98 percent of NDA students will promote at least one grade level.
UC a-g course completion	In the 18-19 school year, 98% of high school students enrolled in a UC a-g course completed and passed the assigned course.	Does not apply.	All high school students enrolled in UC a-g courses will complete assigned courses.	In the 19-20 school year, this metric will be changed and reported in goal 2.
Internal assessment (i-Ready, DIBLES)	Beginning of the year i-Ready Math scores fall 2018: 33% at or above grade level 41% one grade below 25% two or more grade levels below	Does not apply.	School initiated assessment results will show a three percent increase of students performing at or above grade level from the beginning of the year to the end of the year.	School initiated assessment results will show a three percent increase of students performing at or above grade level from the beginning of the year to the end of the year.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>End of the year i-Ready Math scores spring 2019 53% at or above grade level 29% one grade below 18% two or more grade levels below</p> <p>Beginning of the year i-Ready Reading scores fall 2018: 46% at or above grade level 35% one grade level below 19% two or more grade levels below</p> <p>End of the year i-Ready Reading scores spring 2019 67% at or above grade level 22% one grade below 11% two or more grade levels below</p>			
Access to standards-aligned instructional materials.	In the 18-19 school year, 100% of students has access to standards-aligned instructional materials.		Every pupil in the school district will have sufficient access to standards-aligned instructional materials.	Every pupil in the school district will have sufficient access to standards-aligned instructional materials.
Highly qualified teachers	In the 18-19 school year, all teachers were highly qualified.		100% of the NDA teachers will be appropriately assigned	100% of the NDA teachers will be appropriately assigned

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
			and fully credentialed for the pupils they are serving.	and fully credentialed for the pupils they are serving.
Broad course of study	In the 18-19 school year, 100% of students had access to a broad course of study.		100% students will have access to a broad course of study.	100% students will have access to a broad course of study.
Implementation of academic content and performance standards	In the 18-19 school year, academic content and performance standards were implemented for all students.		Academic content and performance standards will be implemented for all students.	Academic content and performance standards will be implemented for all students.
English Learner access to CCSS and ELD standards	In the 18-19 school year all English Learners had access to CCSS and ELD standards.		100% of English Language Learners will have access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.	100% of English Language Learners will have access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.
School facility maintenance and safety	In the 18-19 school year all school facilities were well maintained and safe.		Completed parent surveys will indicate that parents consider the school facilities clean, safe, and in good repair.	Completed parent surveys will indicate that parents consider the school facilities clean, safe, and in good repair.

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

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

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

New Action

Unchanged Action

2017-18 Actions/Services

Does not apply.

2018-19 Actions/Services

1.1 Employ, supervise, and evaluate highly qualified teachers (Teacher salaries-excluding Reading, Mathematics and Writing Specialists and Special Ed staff).

2019-20 Actions/Services

1.1 Employ, supervise, and evaluate highly qualified teachers (Teacher salaries-excluding Reading, Mathematics and Writing Specialists and Special Ed staff).

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$1,542,600	\$1,167,861
Source		Base	Base
Budget Reference		1000-1999: Certificated Personnel Salaries General Education Teacher Salaries	1000-1999: Certificated Personnel Salaries General Education Teacher Salaries

Amount			\$102,647
Source			Supplemental
Budget Reference			1000-1999: Certificated Personnel Salaries General Education Teacher Salaries

Action 2

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

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

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

New Action

Modified Action

2017-18 Actions/Services

Does not apply.

2018-19 Actions/Services

1.2 Provide staff professional development opportunities that target the following areas:
Special Education Services
Tiered intervention for students performing below grade level in ELA and Math
Next Generation Science Standards
CTE Pathway implementation and development

2019-20 Actions/Services

1.2 Provide staff professional development opportunities that target the following areas:
Positive Prevention Plus Program (Health Education)
CTE Pathway implementation and oversight
Mathematics curriculum and instruction
ELA curriculum and instruction

	Use of Google Classroom ELA and Mathematics curriculum and instruction State and internal assessment programs High school student course and curriculum selection Mandated/required training for compliance	Special Education Services Tiered intervention for students performing below grade level in ELA and Math Next Generation Science Standards Use of Google Classroom State and internal assessment programs High school student course and curriculum selection Mandated/required training for compliance Training for implementation of food service at the Redding Resource Center
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$32,000	\$15,226
Source		Base	Base
Budget Reference		5000-5999: Services And Other Operating Expenditures Professional Development	5000-5999: Services And Other Operating Expenditures Professional Development
Amount			\$10,400
Source			Title II
Budget Reference			5000-5999: Services And Other Operating Expenditures Professional Development

Action 3

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

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

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

New Action

Unchanged Action

2017-18 Actions/Services

Does not apply.

2018-19 Actions/Services

1.3 Purchase state adopted standards based curriculum and materials for all grade levels.

2019-20 Actions/Services

1.3 Purchase state adopted standards based curriculum and materials for all grade levels.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$91,300	\$68,519
Source		Lottery	Base
Budget Reference		4000-4999: Books And Supplies Standards based adopted curriculum	4000-4999: Books And Supplies Standards based adopted curriculum
Amount			\$85,215
Source			Lottery
Budget Reference			4000-4999: Books And Supplies Standard based adopted curriculum

Action 4

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

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

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

New Action

Modified Action

2017-18 Actions/Services

Does not apply.

2018-19 Actions/Services

1.4 Create a CA State Standards aligned a-g approved course list (including online courses).

2019-20 Actions/Services

1.4 Update the CA State Standards aligned a-g approved course list (including online courses).

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		Duplicate expense	Duplicate Expense
Source		Base	Base
Budget Reference		1000-1999: Certificated Personnel Salaries Part of the HS Coordinator salary in Goal 2, Action 11. Duplicate expense.	1000-1999: Certificated Personnel Salaries Part of the HS Coordinator salary in Goal 2, Action 11. Duplicate expense.

Action 5

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

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

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

New Action

Unchanged Action

2017-18 Actions/Services

Does not apply.

2018-19 Actions/Services

1.5 Provide a wide array of academic and enrichment opportunities through the school's approved enrichment course instructors/vendor list.

2019-20 Actions/Services

1.5 Provide a wide array of academic and enrichment opportunities through the school's approved enrichment course instructors/vendor list.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$352,000	\$224,034
Source		Base	Base
Budget Reference		5800: Professional/Consulting Services And Operating Expenditures Educational Enrichment Vendors	5800: Professional/Consulting Services And Operating Expenditures Educational Enrichment Vendors
Amount			\$24,893
Source			Supplemental
Budget Reference			5800: Professional/Consulting Services And Operating Expenditures Educational Enrichment Vendors

Action 6

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

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

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

New Action

Unchanged Action

2017-18 Actions/Services

Does not apply.

2018-19 Actions/Services

1.6 Insure that the Redding Resource Center is safe and clean through the following actions:
 Develop and follow a site safety plan.
 Develop a maintenance contract with the site landlord.
 Develop and use a daily check list for resource center cleanliness and maintenance.

2019-20 Actions/Services

1.6 Ensure that the Redding Resource Center is safe and clean through the following actions:
 Update and follow a site safety plan.
 Update the maintenance contract with the site landlord.
 Update and use a daily check list for resource center cleanliness and maintenance.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$10,000	\$20,000
Source		Base	Base
Budget Reference		5000-5999: Services And Other Operating Expenditures Janitorial and grounds maintenance.	5000-5999: Services And Other Operating Expenditures Janitorial and grounds maintenance.

Action 7

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

Students to be Served:

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

Students with Disabilities

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

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

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

New Action

Modified Action

2017-18 Actions/Services

Does not apply.

2018-19 Actions/Services

1.7 Hire credentialed staff and implement an effective and supportive Special Education Program as an LEA of the El Dorado Charter SELPA.

2019-20 Actions/Services

1.7 Employ, supervise, and evaluate highly qualified and credentialed special education staff.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$250,500	\$244,256
Source		Supplemental	Special Education
Budget Reference		1000-1999: Certificated Personnel Salaries Certificated special education personnel salaries - 5 certificated staff members and shared positions with the North State JPA.	1000-1999: Certificated Personnel Salaries Certificated special education personnel salaries - 5 certificated staff members and shared positions with the North State JPA.
Amount			\$49,000
Source			Federal Funds
Budget Reference			1000-1999: Certificated Personnel Salaries Certificated special education personnel salaries - 5 certificated staff members and shared positions with the North State JPA.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 2

Improve student achievement and performance. Prepare students to be college and career ready.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

Students need appropriate standards based assessment that identifies their academic skill levels and a personalized education plan aimed at achieving grade level standards, the opportunity to perform to their highest potential and graduate high school prepared for college and careers. In order to help students achieve that goal, the school will provide intervention strategies to include; added support from reading, writing and mathematics specialists, online education programs, supplemental instruction and tutoring.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
SBAC scores	Baseline SBAC scores to be reported when the state releases the school wide data for spring 2019.	Does not apply.	Baseline SBAC scores to be reported when the state releases the school wide data for spring 2019.	SBAC The percent of students school wide scoring Standard Met and Standard Exceeded will

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
				increase by a minimum of 2% annually.
Graduation rate	In the 18-19 school year, 99.4% of 12th grade students met NDA's requirements for high school graduation.	Does not apply.	TBD when graduating students have been enrolled at NDA for three or more years.	TBD when graduating students have been enrolled at NDA for three or more years.
ELPAC results	In the 18-19 school year, all students made progress on the ELPAC and 50% progressed to level 4 and will be reclassified as English Proficient.	Does not apply.	100% of identified ELL students will make progress on ELPAC.	EL proficiency: 90% of EL students will show a scale score increase annually on the ELPAC.
Grade level promotion	In the 18-19 school year, all students promoted one grade level.	Does not apply.	98 percent students will promote at least one grade level.	98 percent students will promote at least one grade level.
UC a-g course completion	In the 18-19 school year, 98% of students enrolled in UC a-g course completed and passed the course.	Does not apply.	90% of high school students enrolled in UC a-g courses will complete and pass the assigned course.	Does not apply. Metric changed to College and Career Indicator Performance Levels.
Local Indicator - Reading Diagnostic Results (DIBELS, i-Ready)	Beginning of the year i-Ready Reading scores fall 2018: 46% at or above grade level 35% one grade level below 19% two or more grade levels below	Does not apply.	Percentage of students achieving grade level proficiency on reading diagnostic assessments will increase 3% across all grade levels (beginning to end of the year).	Percentage of students achieving grade level proficiency on internal reading diagnostic assessments will increase 3% across all grade levels (beginning to end of the year).

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>End of the year i-Ready Reading scores spring 2019</p> <p>67% at or above grade level</p> <p>22% one grade below</p> <p>11% two or more grade levels below</p>			
Local Indicator - Math Diagnostic Results (DIBELS, i-Ready)	<p>Beginning of the year i-Ready Math scores fall 2018:</p> <p>33% at or above grade level</p> <p>41% one grade below</p> <p>25% two or more grade levels below</p> <p>End of the year i-Ready Math scores spring 2019</p> <p>53% at or above grade level</p> <p>29% one grade below</p> <p>18% two or more grade levels below</p>	Does not apply.	Percentage of students achieving grade level proficiency on math diagnostic assessments will increase 3% across all grade levels (beginning to end of the year).	Percentage of students achieving grade level proficiency on internal math diagnostic assessments will increase 3% across all grade levels (beginning to end of the year).
Local Indicator - Progress reports for parents	In the 18-19 school year, 100% of students and their parents received diagnostic reports throughout the year showing progress in reading and math.	Does not apply.	100% of students and their parents will receive diagnostic reports throughout the year showing progress in reading and math.	100% of students and their parents will receive diagnostic reports throughout the year showing progress in reading and math.
Local Indicator - Standards aligned curriculum	In the 18-19 school year, all students had	Does not apply.	All students will have access to standards-aligned curriculum.	All students will have access to standards-aligned curriculum.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	access to standards-aligned curriculum.			
Local indicator - Annual survey outcomes regarding academic achievement	In the 19-20 school year, annual school surveys (parents, high school students, students grades 5-8) indicated that: 95% of students were satisfied with their academic achievement. 95% of parents were satisfied with their children's progress.	Does not apply.	Annual School Surveys (parents, high school students, students grades 5-8) collected will indicate that: 95% of students are satisfied with their academic achievement. 95% of parents are satisfied with their children's progress.	Annual School Surveys (parents, high school students, students grades 5-8) collected will indicate that: 95% of students are satisfied with their academic achievement. 95% of parents are satisfied with their children's progress.
College and Career Indicator Performance Levels	In the 18-19 school year: Of 28 NDA graduates, 17 students or 61% met the dashboard criteria for prepared and 2 students or 7% met the criteria for approaching prepared.	Does not apply	Does not apply.	The percent of graduating high school seniors that meet the "Prepared" standard (as established by the California Dashboard) will increase by 5% annually.

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

Location(s):

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

All

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

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

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

New Action

Unchanged Action

2017-18 Actions/Services

Does not apply.

2018-19 Actions/Services

2.1 Develop and monitor individual learning plans for each student, including appropriate materials and interventions to ensure satisfactory progress toward grade level promotion and graduation.

2019-20 Actions/Services

2.1 Develop and monitor individual learning plans for each student, including appropriate materials and interventions to ensure satisfactory progress toward grade level promotion and graduation.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		Duplicate expense	Duplicate expense
Source		Base	Base
Budget Reference		1000-1999: Certificated Personnel Salaries Duplicate expenditure-general education teacher salaries goal #1, Action #1.	1000-1999: Certificated Personnel Salaries Duplicate expenditure-general education teacher salaries goal #1, Action #1.

Action 2

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

Students to be Served:

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

All

[Add Students to be Served selection here]

Location(s):

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

All Schools

[Add Location(s) selection here]

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

All Schools

[Add Location(s) selection here]

Actions/Services

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

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

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

New Action

Unchanged Action

2017-18 Actions/Services

Does not apply.

2018-19 Actions/Services

2.2 Purchase internal assessment program licenses for all grade levels. Conduct assessments at the start of the school year and as needed throughout the year to assess student academic growth and mastery of grade level standards.

2019-20 Actions/Services

2.2 Purchase internal assessment program licenses for all grade levels. Conduct assessments at the start of the school year and as needed throughout the year to assess student academic growth and mastery of grade level standards.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$7,000	\$20,000
Source		Supplemental	Supplemental
Budget Reference		5000-5999: Services And Other Operating Expenditures License fees for DIBELS, i-Ready, and high school assessment tool to be determined.	5000-5999: Services And Other Operating Expenditures License fees for i-Ready assessment tools.

Action 3

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

All Schools

Actions/Services

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

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

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

New Action

Modified Action

2017-18 Actions/Services

Does not apply.

2018-19 Actions/Services

2.3 Implement a tiered intervention process to track and assist students performing below grade level.

2019-20 Actions/Services

2.3 Continue to improve NDA's tiered intervention process to track and assist students performing below grade level.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		Duplicate expense	Duplicate expense
Source		Base	Supplemental
Budget Reference		1000-1999: Certificated Personnel Salaries 40% of teacher salaries to serve unduplicated students. Duplicated percentage = \$617,040.	1000-1999: Certificated Personnel Salaries 40% of teacher salaries to serve unduplicated students.

Action 4

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

All Schools

Actions/Services

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

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

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

New Action

Modified Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Does not apply.	2.4 Fund .5 FTE Mathematics Specialist to assess, instruct, provide oversight to mathematics intervention program.	2.4 Provide grade level math classes and math intervention sessions for students grades 4-12. Classes will be taught by credentialed staff who will be paid an extra duty stipend for the assignment.
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$32,000	\$22,000
Source		Supplemental	Title I
Budget Reference		1000-1999: Certificated Personnel Salaries Mathematics Specialist Salary	1000-1999: Certificated Personnel Salaries Teacher stipends

Action 5

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

All Schools

Actions/Services

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

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

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

	New Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Does not apply.	2.5 Fund 1FTE Reading Specialist to assess, instruct, provide oversight to reading intervention program.	2.5 Fund .8 FTE Reading Specialist to assess, instruct, provide oversight to reading intervention program.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$61,500	\$23,506
Source		Base	Title I
Budget Reference		1000-1999: Certificated Personnel Salaries Reading Specialist Salary \$61,500	1000-1999: Certificated Personnel Salaries Part of the .8 FTE Reading Specialist Salary
Amount			\$46,112
Source			Supplemental
Budget Reference			1000-1999: Certificated Personnel Salaries Part of the .8 FTE Reading Specialist Salary \$17,231

Action 6

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

Students to be Served:

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

Specific Student Groups: EL

[Add Students to be Served selection here]

Location(s):

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

All Schools

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners

Foster Youth

Low Income

[Add Students to be Served selection here]

Scope of Services:

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

Schoolwide

[Add Scope of Services selection here]

Location(s):

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

All Schools

[Add Location(s) selection here]

Actions/Services

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

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

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

New Action

Unchanged Action

2017-18 Actions/Services

Does not apply.

2018-19 Actions/Services

2.6 Fund 1 FTE Writing Specialist to implement school wide writing program.

2019-20 Actions/Services

2.6 Fund .8 FTE Writing Specialist to implement school wide writing program.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$54,640	\$22,606
Source		Supplemental	Title I
Budget Reference		1000-1999: Certificated Personnel Salaries Writing Specialist Salary \$54,640	1000-1999: Certificated Personnel Salaries Part of the .8 FTE Writing Specialist Salary
Amount			\$33,673
Source			Supplemental
Budget Reference			1000-1999: Certificated Personnel Salaries Part of the .8 FTE Writing Specialist Salary

Action 7

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

Students to be Served:

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

All

[Add Students to be Served selection here]

Location(s):

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

All Schools

[Add Location(s) selection here]

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

All Schools

[Add Location(s) selection here]

Actions/Services

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

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

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

New Action

Modified Action

2017-18 Actions/Services

Does not apply.

2018-19 Actions/Services

2.7 Fund 1.5 FTE High School Coordinator to serve Shasta and Modoc Counties providing the following student services:
Academic counseling
High School course planning
CTE Pathway creation and oversight
Staff assistance and guidance with course and curriculum selection
Communication with parents and students regarding high school activities and opportunities
College outreach (course development and student tours)

2019-20 Actions/Services

2.7 Fund 1.2 FTE High School Coordinator to serve Shasta and Modoc Counties providing the following student services:
Academic advising
High School course planning
Train teachers and students in the use of the 7 CTE Pathways
Encourage students to include CTE Pathways in their personalized learning plans
Staff assistance and guidance with course and curriculum selection

	Development and oversight of a full a-g course list Annual Career Choices classes in Shasta and Modoc Counties	Communication with parents and students regarding high school activities and opportunities College outreach (course development and student tours) Development and oversight of a full a-g course list Annual Career Choices classes in Shasta and Modoc Counties Create and teach a high school leadership class Annual Beyond High School Class Develop a service learning program
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$96,700	\$94,457
Source		Supplemental	Supplemental
Budget Reference		1000-1999: Certificated Personnel Salaries 1.5 FTE High School Coordinator salaries	1000-1999: Certificated Personnel Salaries 1.2 FTE High School Coordinator salaries \$94,457

Action 8

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

Students to be Served:

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

All
[Add Students to be Served selection here]

Location(s):

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

All Schools
[Add Location(s) selection here]

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

All Schools

[Add Location(s) selection here]

Actions/Services

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

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

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

New Action

Modified Action

2017-18 Actions/Services

Does not apply.

2018-19 Actions/Services

2.8 Implement a minimum of four Career Technical Education Pathways for high school students.

2019-20 Actions/Services

2.8 Provide teacher training and student exposure to implement seven Career Technical Education Pathways for high school students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		Duplicate expense	Duplicate expense
Source		Base	Base
Budget Reference		1000-1999: Certificated Personnel Salaries High School Coordinator and Teacher Salaries -duplicate expense	1000-1999: Certificated Personnel Salaries High School Coordinator and Teacher Salaries -duplicate expense

Action 9

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

Students to be Served:

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

All

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

Schoolwide

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

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

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

New Action

2017-18 Actions/Services

Does not apply.

2018-19 Actions/Services

Does not apply.

2019-20 Actions/Services

2.9 Purchase laptops for student checkout and use.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			\$10,000
Source			Title IV
Budget Reference			6000-6999: Capital Outlay Laptops for student use and instruction.

Action 10

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

Students to be Served:

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

All

Location(s):

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

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services

Does not apply.

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

2018-19 Actions/Services

Offer a minimum of three college tours to students grades 7-12.

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

2019-20 Actions/Services

Does not apply.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$5,000	
Source		Base	
Budget Reference		5000-5999: Services And Other Operating Expenditures Rent vans for transportation to college tours.	

Action 11

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners

Scope of Services:

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

Schoolwide

Location(s):

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

Actions/Services

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

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

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

	New Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Does not apply.	2.6 Administer Home Language Survey and ELPAC (California English Language Development Test) for any new student who indicates on the Home Language Survey that English is not their native language. Notify all parents of its responsibility for ELPAC testing and of ELPAC results.	2.10 Administer Home Language Survey and ELPAC for any new student who indicates on the Home Language Survey that English is not their native language. Notify all parents of its responsibility for ELPAC testing and of ELPAC results.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		Duplicate expense	Duplicate expense
Source		Supplemental	Supplemental
Budget Reference		1000-1999: Certificated Personnel Salaries 5% of the Assessment Coordinator Salary - duplicate expense	1000-1999: Certificated Personnel Salaries 5% of the Assessment Coordinator Salary - duplicate expense

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 3

Improve and develop systems to support school attendance, connectivity, participation, and communication.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

NDA must ensure that students and families have comprehensive information about and access to all NDA programs and services, and that students and families participate fully in a robust education program that engages and prepares students for college and careers.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Attendance rate	In the 18-19 school year, NDA had a 98.85% attendance rate at P-2.	Does not apply.	Maintain a School Attendance rate of 95% or better.	Maintain a School Attendance rate of 95% or better.
Chronic Absenteeism rate for grades TK-12	In the 18-19 school year, NDA had a school wide chronic absenteeism rate of 4%.	Does not apply.	Maintain a Chronic Absenteeism rate of 1.5% or lower for middle school students.	Maintain a schoolwide Chronic Absenteeism rate lower than the state average.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Expulsion Rate	In the 18-19 school year, NDA's expulsion rate was 0%.	Does not apply.	Maintain an expulsion rate of 0% in the 2018-2019 school year.	Maintain an expulsion rate lower than 1%.
Drop out rate for high school students	In the 18-19 school year, NDA's drop out rate was 0.6%.	Does not apply.	Maintain a high school drop out rate below 1%.	Maintain a high school drop out rate below 1%.
Drop out rate for middle school students	In the 18-19 school year, NDA had zero middle school drop outs.	Does not apply.	Maintain a middle school drop out rate below .5%.	Maintain a middle school drop out rate below .5%.
Suspension rate	In the 18-19 school year, NDA had zero suspensions.	Does not apply.	Maintain a suspension rate of 0%.	Maintain a suspension rate below 1%.
Local Measure: Parent Survey Results	In the 18-19 school year, parent survey indicated that 100% of parents would recommend NDA to others.	Does not apply.	The number of parents that would recommend NDA to others will be 95% or better.	The number of parents that would recommend NDA to others will be 95% or better.
Annual Parent Survey results regarding school wide communication.	In the 18-19 school year, parent survey indicated that 100% of parents use the Parent Square portal for communication.		98% of NDA parents receive Parent Square emails with information regarding events, news and field trips.	98% of NDA parents will report that they use the Parent Square portal for communication.
Parental participation in programs for individuals with exceptional needs.	In the 18-19 school year, 100% of parents with exceptional needs students reported that they participated in their children's education on a daily basis.		100% of parents with exceptional needs students participate in their children's education on a daily basis.	100% of parents with exceptional needs students will participate in their children's education on a daily basis.

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

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

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

New Action

Unchanged Action

2017-18 Actions/Services

Does not apply.

2018-19 Actions/Services

3.1 Implement the use of the School Pathways Student Information System to track student attendance and academic progress.

2019-20 Actions/Services

3.1 Implement the use of the School Pathways Student Information System to track student attendance, CALPADS compliance, and academic progress.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$20,000	\$20,000
Source		Base	Base
Budget Reference		5000-5999: Services And Other Operating Expenditures Purchase School Pathways Program	5000-5999: Services And Other Operating Expenditures Purchase School Pathways Program

Action 2

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

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

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

New Action

Unchanged Action

2017-18 Actions/Services

Does not apply.

2018-19 Actions/Services

3.2 Maintain NDA website including pages that contain links and activities, math and writing information pages, parent/student handbook, high school course guide, parent resources, and school calendar.

2019-20 Actions/Services

3.2 Maintain NDA website including pages that contain links and activities, math and writing information pages, parent/student handbook, high school course guide, parent resources, and school calendar.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$400.00	\$1,200
Source		Base	Base
Budget Reference		5000-5999: Services And Other Operating Expenditures JCI Marketing-Website Management	5000-5999: Services And Other Operating Expenditures Website Management Company

Action 3

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

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

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

New Action

Unchanged Action

2017-18 Actions/Services

Does not apply.

2018-19 Actions/Services

3.3 Organize and offer a parent informational meeting in August to introduce families to our program.

2019-20 Actions/Services

3.3 Organize and offer a parent informational meeting in August to introduce families to our program.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		Duplicate expenditure	Duplicate expenditure
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries 5 hours per month Director salary	1000-1999: Certificated Personnel Salaries Duplicate expense - Teacher salaries	1000-1999: Certificated Personnel Salaries Duplicate expense - Teacher salaries

Action 4

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

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

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

New Action

Modified Action

2017-18 Actions/Services

Does not apply.

2018-19 Actions/Services

3.4 Conduct educational field trips and extracurricular activities at least once a month to promote student and family engagement.

2019-20 Actions/Services

3.4 Conduct educational field trips and extracurricular activities at least once a month to promote student and family engagement. In the second semester, invite 8th grade students to high school trips and activities when it is appropriate.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$15,000	\$28,672
Source		Base	Base
Budget Reference		5000-5999: Services And Other Operating Expenditures Fees for field trip activities.	5000-5999: Services And Other Operating Expenditures Fees for field trip activities.

Action 5

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

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

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

New Action

Unchanged Action

2017-18 Actions/Services

Does not apply.

2018-19 Actions/Services

3.5 Purchase and implement Parent Square communication system license to insure that all stakeholders are aware of all opportunities, activities and important school information throughout the school year.

2019-20 Actions/Services

3.5 Purchase and implement Parent Square communication system license to ensure that all stakeholders are aware of all opportunities, activities and important school information throughout the school year.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$2,000	\$2,000
Source		Base	Base
Budget Reference		5000-5999: Services And Other Operating Expenditures Purchase Parent Square Communication Program	5000-5999: Services And Other Operating Expenditures Purchase Parent Square Communication Program

Action 6

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

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

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

New Action

Unchanged Action

2017-18 Actions/Services

Does not apply.

2018-19 Actions/Services

3.6 Offer schoolwide events such as a talent show and a STEM Expo to highlight student talents and achievements.

2019-20 Actions/Services

3.6 Offer schoolwide events such as a Talent Show and a STEAM Expo to highlight student talents and achievements.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$4,000	\$4,000
Source		Base	Base
Budget Reference		5000-5999: Services And Other Operating Expenditures Supplies and venue rental.	5000-5999: Services And Other Operating Expenditures Supplies and venue rental.

Action 7

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

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

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

New Action

Modified Action

2017-18 Actions/Services

Does not apply.

2018-19 Actions/Services

3.7 Complete and distribute quarterly newsletters to keep stakeholders informed about school activities, accomplishments, and student achievements.

2019-20 Actions/Services

3.7 Complete and distribute semester newsletters to keep stakeholders informed about school activities, accomplishments, and student achievements.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		Duplicate expenditure	Duplicate expense
Source		Base	Base
Budget Reference		1000-1999: Certificated Personnel Salaries Teacher salaries - duplicate expenditure.	1000-1999: Certificated Personnel Salaries Teacher salaries - duplicate expenditure.

Action 8

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

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

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

New Action

2017-18 Actions/Services

Does not apply.

2018-19 Actions/Services

Does not apply.

2019-20 Actions/Services

3.8 Create and implement a high school leadership course dedicated to offering opportunities for community development and connectivity among students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			\$4,000
Source			Base
Budget Reference			5000-5999: Services And Other Operating Expenditures Supplies and activity fees.

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

\$321,782

Percentage to Increase or Improve Services

9.43%

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).

Supplemental funds will be used on a school wide basis to improve skills and academic success for unduplicated pupils through the following actions:

Grade level math classes and intervention options related to specific math skills will be offered at the Redding Resource Center beginning in the fall of 2019.

NDA's full time Reading Specialist will be available to all students but is principally directed to the unduplicated students. Services offered include: student assessment, one on one tutoring to students working below grade level, support and assistance to parents teaching their children to read, and staff training.

NDA's full time Writing Specialist and two part time writing instructors will be available to all students and is principally directed to the most at-risk students. Services offered include: grade level writing classes offered at the Redding Resource Center, support to the writing teacher in Modoc County, monthly writing packets for all grade levels available for student use, one on one tutoring for all students, and support to parents.

NDA's two High School Coordinators will be available to serve all high school students. Services offered include: academic advising, review of transcripts, high school Career Choices classes, and high school event planning.

NDA will hire and supervise qualified Special Education staff to support all special education students. General education staff will work with the special education staff to meet student needs and will be dedicated to intervention and the child find process as outlined in the school petition.

The existing intervention program for all students working one or more years below their designated grade level will be improved. The program will include the creation of student growth plans to supplement instruction and fill skill gaps. Those plans may include; differentiated curriculum, one on one tutoring with the assigned teacher, tutoring and instruction with the appropriate specialists (reading, math, writing), and online instruction programs.

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$264,010

7.05%

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

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

NDA increased FTE's for the Reading and Writing Specialists from .25 to 1 and increased the High School Coordinator position from 1FTE to 1.5 FTE. The increase to improve services exceeded 7.05%.

Anticipated supplemental funds will be used on a school wide basis to improve skills and academic success for unduplicated pupils through the following actions:

Implementation of a more thorough intervention program for all students working one or more years below their designated grade level.

Creation of intervention plans to supplement instruction and fill skill gaps. Those plans may include; differentiated curriculum, one on one tutoring with the assigned teacher, tutoring and instruction with the appropriate specialists (reading, math, writing), and online instruction programs.

Services will also be increased for unduplicated pupils in the 18-19 school year with the increase of specialist FTE's from .25 to 1 (Reading, Math, Writing) and the expansion of the High School Coordinator position from 1FTE to 1.5 FTE.

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
\$	%

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).



Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

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

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

Plan Summary

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

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

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

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

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

Comprehensive Support and Improvement

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

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

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

Stakeholder Engagement

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

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

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

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

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

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

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

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

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

Priority 2: Implementation of State Standards addresses:

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

Priority 3: Parental Involvement addresses:

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

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

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

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

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

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

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

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

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

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

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

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

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

Local Priorities address:

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:
 - (A) enrolled less than 31 days
 - (B) enrolled at least 31 days but did not attend at least one day
 - (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
 - (i) are enrolled in a Non-Public School
 - (ii) receive instruction through a home or hospital instructional setting
 - (iii) are attending a community college full-time.
- (2) The number of students who meet the enrollment requirements.
- (3) Divide (1) by (2).

(b) “High school dropout rate” shall be calculated as follows:

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

(c) “High school graduation rate” shall be calculated as follows:

(1) For a 4-Year Cohort Graduation Rate:

- (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
- (B) The total number of students in the cohort.
- (C) Divide (1) by (2).

(2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:

- (A) The number of students who either graduated as grade 11 students or who earned any of the following:
 - (i) a regular high school diploma
 - (ii) a High School Equivalency Certificate
 - (iii) an adult education diploma
 - (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
- (B) The number of students in the DASS graduation cohort.
- (C) Divide (1) by (2).

(d) “Suspension rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(e) “Expulsion rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

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

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

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

Guiding Questions: Goals, Actions, and Services

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

Prepared by the California Department of Education, January 2019

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	2,576,640.00	3,081,573.00	0.00	2,576,640.00	2,344,277.00	4,920,917.00
Base	2,044,500.00	2,158,193.00	0.00	2,044,500.00	1,555,512.00	3,600,012.00
Federal Funds	0.00	17,887.00	0.00	0.00	49,000.00	49,000.00
Lottery	91,300.00	0.00	0.00	91,300.00	85,215.00	176,515.00
Special Education	0.00	412,692.00	0.00	0.00	244,256.00	244,256.00
Supplemental	440,840.00	405,831.00	0.00	440,840.00	321,782.00	762,622.00
Title I	0.00	74,203.00	0.00	0.00	68,112.00	68,112.00
Title II	0.00	12,767.00	0.00	0.00	10,400.00	10,400.00
Title IV	0.00	0.00	0.00	0.00	10,000.00	10,000.00

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

Total Expenditures by Object Type						
Object Type	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	2,576,640.00	3,081,573.00	0.00	2,576,640.00	2,344,277.00	4,920,917.00
1000-1999: Certificated Personnel Salaries	2,037,940.00	2,405,082.00	0.00	2,037,940.00	1,806,118.00	3,844,058.00
4000-4999: Books And Supplies	91,300.00	255,481.00	0.00	91,300.00	153,734.00	245,034.00
5000-5999: Services And Other Operating Expenditures	95,400.00	129,821.00	0.00	95,400.00	125,498.00	220,898.00
5800: Professional/Consulting Services And Operating Expenditures	352,000.00	291,189.00	0.00	352,000.00	248,927.00	600,927.00
6000-6999: Capital Outlay	0.00	0.00	0.00	0.00	10,000.00	10,000.00

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

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	2,576,640.00	3,081,573.00	0.00	2,576,640.00	2,344,277.00	4,920,917.00
1000-1999: Certificated Personnel Salaries	Base	1,604,100.00	1,594,161.00	0.00	1,604,100.00	1,167,861.00	2,771,961.00
1000-1999: Certificated Personnel Salaries	Federal Funds	0.00	0.00	0.00	0.00	49,000.00	49,000.00
1000-1999: Certificated Personnel Salaries	Special Education	0.00	412,692.00	0.00	0.00	244,256.00	244,256.00
1000-1999: Certificated Personnel Salaries	Supplemental	433,840.00	324,026.00	0.00	433,840.00	276,889.00	710,729.00
1000-1999: Certificated Personnel Salaries	Title I	0.00	74,203.00	0.00	0.00	68,112.00	68,112.00
4000-4999: Books And Supplies	Base	0.00	213,835.00	0.00	0.00	68,519.00	68,519.00
4000-4999: Books And Supplies	Federal Funds	0.00	17,887.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Lottery	91,300.00	0.00	0.00	91,300.00	85,215.00	176,515.00
4000-4999: Books And Supplies	Supplemental	0.00	23,759.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Base	88,400.00	88,127.00	0.00	88,400.00	95,098.00	183,498.00
5000-5999: Services And Other Operating Expenditures	Supplemental	7,000.00	28,927.00	0.00	7,000.00	20,000.00	27,000.00
5000-5999: Services And Other Operating Expenditures	Title II	0.00	12,767.00	0.00	0.00	10,400.00	10,400.00
5800: Professional/Consulting Services And Operating Expenditures	Base	352,000.00	262,070.00	0.00	352,000.00	224,034.00	576,034.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	0.00	29,119.00	0.00	0.00	24,893.00	24,893.00
6000-6999: Capital Outlay	Base	0.00	0.00	0.00	0.00	0.00	0.00
6000-6999: Capital Outlay	Title IV	0.00	0.00	0.00	0.00	10,000.00	10,000.00

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

Total Expenditures by Goal						
Goal	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	2,278,400.00	2,776,645.00	0.00	2,278,400.00	2,012,051.00	4,290,451.00
Goal 2	256,840.00	250,027.00	0.00	256,840.00	272,354.00	529,194.00
Goal 3	41,400.00	54,901.00	0.00	41,400.00	59,872.00	101,272.00

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

Expenditures Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20
All Funding Sources					

Expenditures NOT Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20
All Funding Sources					