

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Shasta View Academy

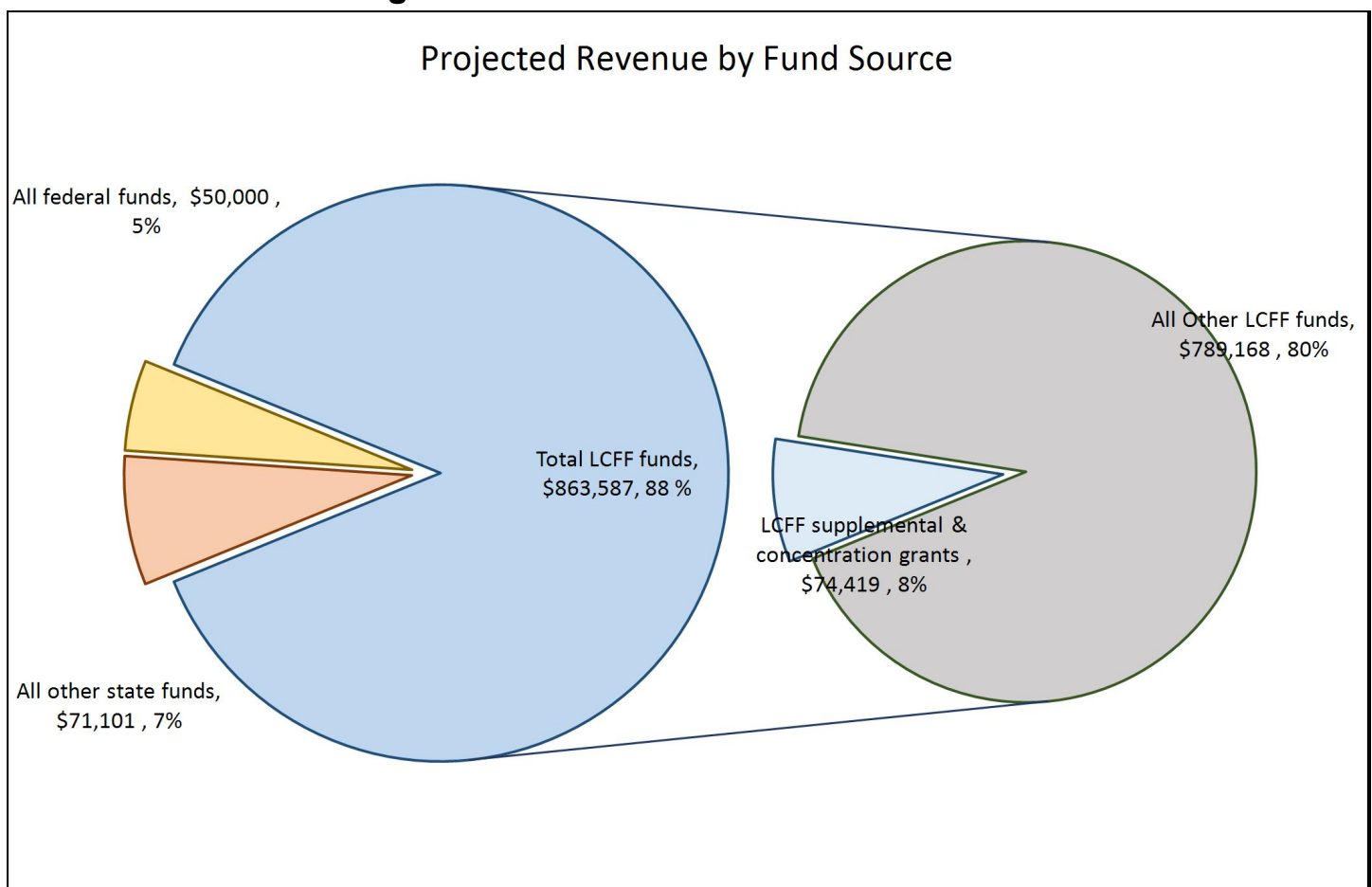
CDS Code: 45-70169-034031

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

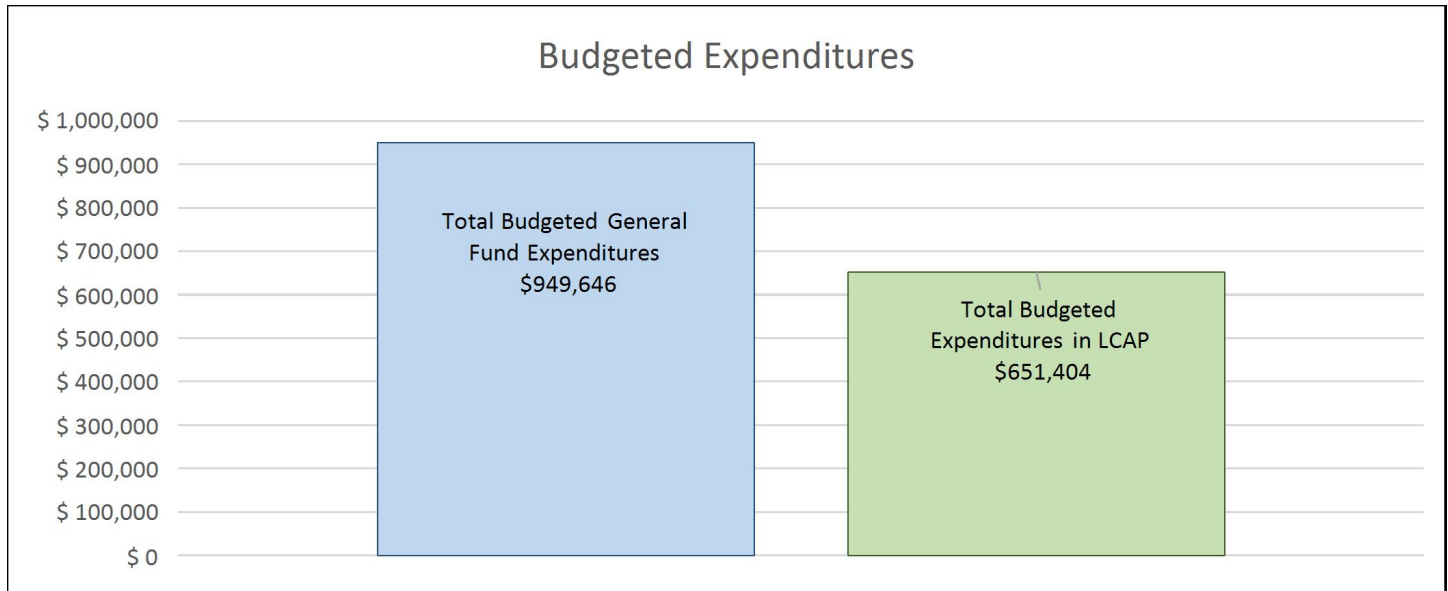


This chart shows the total general purpose revenue Shasta View Academy expects to receive in the coming year from all sources.

The total revenue projected for Shasta View Academy is \$984,688, of which \$863,587 is Local Control Funding Formula (LCFF), \$71,101 is other state funds, \$0 is local funds, and \$50,000 is federal funds. Of the \$863,587 in LCFF Funds, \$74,419 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 Shasta View Academy plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Shasta View Academy plans to spend \$949,646 for the 2019-20 school year. Of that amount, \$651,404.00 is tied to actions/services in the LCAP and \$298,242 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

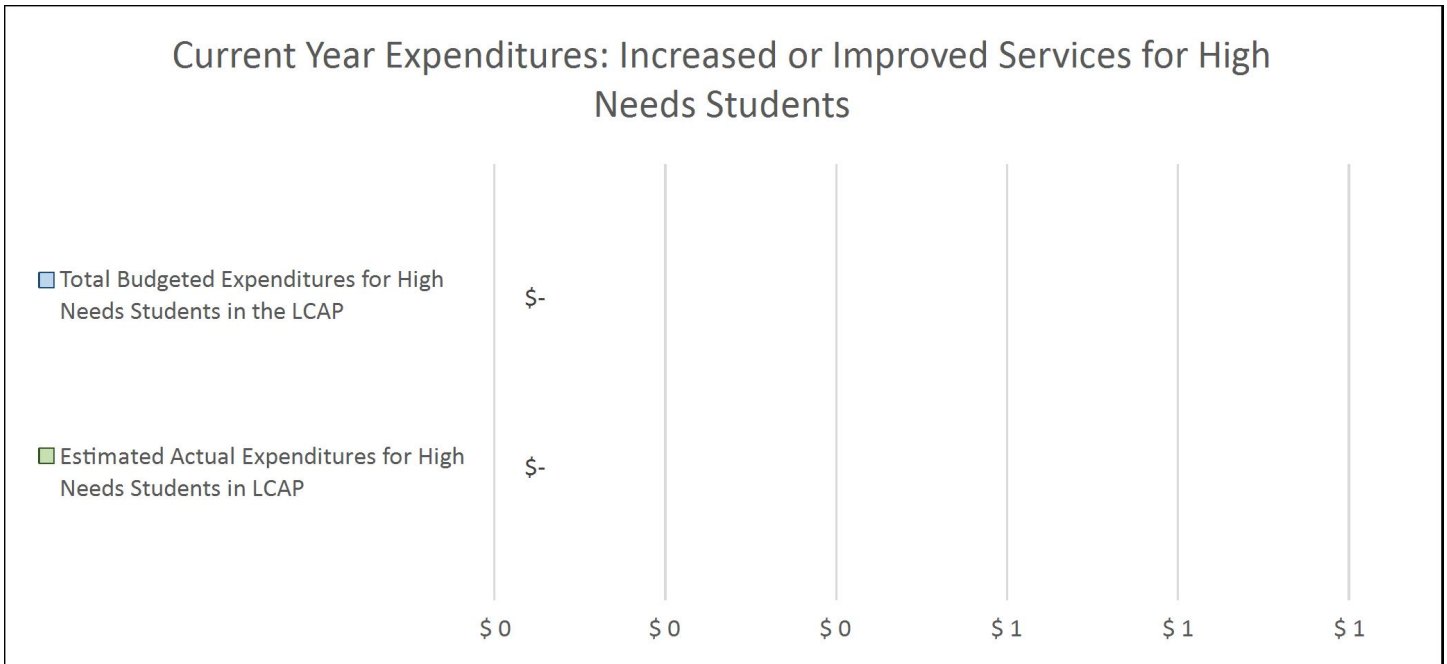
Employee benefits, STRS and PERS retirement for staff, administrative salaries, classified support salaries, building maintenance, office utilities, office supplies, and district oversight fees.

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

In 2019-20, Shasta View Academy is projecting it will receive \$74,419 based on the enrollment of foster youth, English learner, and low-income students. Shasta View Academy 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, Shasta View Academy plans to spend \$74,419 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 Shasta View Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Shasta View Academy 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, Shasta View Academy's LCAP budgeted \$ for planned actions to increase or improve services for high needs students. Shasta View Academy estimates that it will actually spend \$ for actions to increase or improve services for high needs students in 2018-19.

# 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

Shasta View Academy

Contact Name and Title

Laura Blachman  
Executive Director

Email and Phone

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## 2017-20 Plan Summary

### The Story

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

Shasta View Academy (SVA) will begin serving students on August 21, 2019. It is a TK-12 personalized learning/independent study charter school governed by the New Day Academy, Inc. Board of Directors and sponsored by Columbia Elementary School District. The school serves students in Shasta, Modoc, Tehama, Trinity, Siskiyou, and Lassen Counties. Enrollment in the 2019-2020 school year is anticipated to be 100 students. The student population is estimated to be 45% 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. The school staff is committed to assisting parents who choose the independent study/homeschool model for their children. To facilitate success, each 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.

#### Organizational Mission Statement

"The mission of Shasta View Academy 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 SVA staff that includes the SVA Director, Principal, Librarian/Curriculum Specialist, Reading Specialist, Writing Specialist, and a 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 credentialed teachers, .25 Reading Specialist, .25 High School Coordinator, and 1 administrator.

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 SVA.

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, and tutoring.

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 high school coordinator, 1 administrator, 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 Shasta View Resource Center.

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

7 CTE Pathways will be offered to high school students supported by 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 plan and execute a school talent show and STEAM fair to showcase student talents and achievements.

## 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

Not applicable. The 2019-2020 school year is Shasta View Academy's first year of operation.

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

This is an LCAP for a new school opening in August 2019. Greatest needs will be determined at the end of the 2019-2020 school year.

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

Baseline student performance will be determined in the 2019-2020 school year. Performance gaps will be addressed at the end of the year.

## 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.

Not applicable. SVA is a new school.

### 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. SVA is a new school.

### 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. SVA is a new school.



# 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?

The SVA LCAP was developed using information gathered in the 18-19 school year for New Day Academy. The SVA leadership team, staff, parents, and students will be the same or similar to NDA so we believe that the information gathered is appropriate to this process.

The NDA staff and administration consulted the following stakeholders in the planning process for the SVA LCAP/Annual Review and Analysis.

### Parents

Due to the independent study program model, parents and students are in constant communication with their assigned 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 school's 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, Inc. 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.

The school held two schoolwide parent meetings aimed at evaluating the 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

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

The school 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.

The NDA staff worked 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.

## Impact on LCAP and Annual Update

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

The 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 the school'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)

New 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	To be determined.	Does not apply.	Does not apply.	SBAC baseline scores will be established in spring 2020. In the following year, the percent of students school wide scoring Standard Met and

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
				Standard Exceeded will increase by a combined minimum of 2% annually.
Graduation rate	To be determined.	Does not apply.	Does not apply.	TBD when graduating students have been enrolled at SVA for three or more years.
EL proficiency	To be determined.	Does not apply.	Does not apply.	EL proficiency: 90% of EL students will show a scale score increase annually on the ELPAC.
Grade level promotion	To be determined.	Does not apply.	Does not apply.	98 percent of SVA students will promote at least one grade level.
	To be determined..			
Internal assessment (i-Ready, DIBLES)	To be determined.	Does not apply.	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.
Access to standards-aligned instructional materials.	To be determined.	Does not apply.	Does not apply.	Every pupil in the school district will have sufficient access to standards-aligned instructional materials.
Highly qualified teachers	To be determined.	Does not apply.	Does not apply.	100% of the SVA teachers will be appropriately assigned

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
				and fully credentialed for the pupils they are serving.
Broad course of study	To be determined.	Does not apply.	Does not apply.	100% students will have access to a broad course of study.
Implementation of academic content and performance standards	To be determined.	Does not apply.	Does not apply.	Academic content and performance standards will be implemented for all students.
English Learner access to CCSS and ELD standards	To be determined.	Does not apply.	Does not apply.	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	To be determined.	Does not apply.	Does not apply.	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

2017-18 Actions/Services

Does not apply.

2018-19 Actions/Services

Does not apply

2019-20 Actions/Services

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

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount			\$221,581
Source			Base
Budget Reference			1000-1999: Certificated Personnel Salaries General Education Teacher Salaries
Amount			37,419
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

**2017-18 Actions/Services**

Does not apply.

**2018-19 Actions/Services**

Does not apply.

**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
- 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

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			\$16,300
Source			Base
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

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services



Does not apply.

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

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			\$14,324
Source			Base
Budget Reference			4000-4999: Books And Supplies Standards based adopted curriculum
Amount			\$20,176
Source			Lottery
Budget Reference			4000-4999: Books And Supplies Standards 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

## 2017-18 Actions/Services

Does not apply.

## 2018-19 Actions/Services

Does not apply.

## 2019-20 Actions/Services

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

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount			Duplicate Expense
Source			Base
Budget Reference			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

### 2017-18 Actions/Services

Does not apply.

### 2018-19 Actions/Services

Does not apply.

### 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			\$182,679
Source			Base
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

#### 2017-18 Actions/Services

Does not apply.

#### 2018-19 Actions/Services

Does not apply.

#### 2019-20 Actions/Services

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

#### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			\$8,000
Source			Base
Budget Reference			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 2017-18Select from New, Modified, or Unchanged  
for 2018-19Select 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

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

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	<input type="text"/>	<input type="text"/>	\$50,925
Source	<input type="text"/>	<input type="text"/>	Special Education
Budget Reference	<input type="text"/>	<input type="text"/>	1000-1999: Certificated Personnel Salaries Certificated special education personnel salaries - 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)

New 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	To be determined.	Does not apply.	Does not apply.	SBAC baseline scores will be established in spring 2020. In the following year, the percent of students school wide scoring

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
				Standard Met and Standard Exceeded will increase by a combined minimum of 2% annually.
Graduation rate	To be determined.	Does not apply.	Does not apply.	TBD when graduating students have been enrolled at SVA for three or more years.
ELPAC results	To be determined.	Does not apply.	Does not apply.	EL proficiency: 90% of EL students will show a scale score increase annually on the ELPAC.
Grade level promotion	To be determined.	Does not apply.	Does not apply.	98 percent students will promote at least one grade level.
Local Indicator - Reading Diagnostic Results (DIBELS, i-Ready)	To be determined.	Does not apply.	Does not apply.	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).
Local Indicator - Math Diagnostic Results (DIBELS, i-Ready)	To be determined.	Does not apply.	Does not apply.	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).



Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Local Indicator - Progress reports for parents	To be determined.	Does not apply.	Does not apply.	100% of students and their parents will receive diagnostic reports throughout the year showing progress in reading and math.
Local Indicator - Standards aligned curriculum	To be determined.	Does not apply.	Does not apply.	All students will have access to standards-aligned curriculum.
Local indicator - Annual survey outcomes regarding academic achievement	To be determined.	Does not apply.	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.
College and Career Indicator Performance Levels	To be determined.	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:

<b>Students to be Served:</b> (Select from All, Students with Disabilities, or Specific Student Groups)	<b>Location(s):</b> (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:

<b>Students to be Served:</b> (Select from English Learners, Foster Youth, and/or Low Income)	<b>Scope of Services:</b> (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	<b>Location(s):</b> (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[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	2018-19 Actions/Services	2019-20 Actions/Services
Does not apply.	Does not apply.	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
Source			Base
Budget Reference			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

2017-18 Actions/Services

Does not apply.

2018-19 Actions/Services

Does not apply.

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			\$4,000
Source			Supplemental
Budget Reference			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

#### 2017-18 Actions/Services

Does not apply.

#### 2018-19 Actions/Services

Does not apply.

#### 2019-20 Actions/Services

2.3 Create SVA'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
Source			Base
Budget Reference			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

**2017-18 Actions/Services**

Does not apply.

**2018-19 Actions/Services**

Does not apply.

**2019-20 Actions/Services**

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.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount			\$5,000
Source			Title I
Budget Reference			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

2017-18 Actions/Services

Does not apply.

2018-19 Actions/Services

Does not apply.

2019-20 Actions/Services

2.5 Fund .2 FTE Reading Specialist to  
assess, instruct, provide oversight to  
reading intervention program.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	<input type="text"/>	<input type="text"/>	\$12,000
Source	<input type="text"/>	<input type="text"/>	Supplemental
Budget Reference	<input type="text"/>	<input type="text"/>	1000-1999: Certificated Personnel Salaries Part of the .2 FTE Reading Specialist Salary
Amount	<input type="text"/>	<input type="text"/>	\$12,000

### 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)

#### Scope of Services:

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

#### Location(s):

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



English Learners Foster Youth Low Income [Add Students to be Served selection here]	Schoolwide [Add Scope of Services selection here]	All Schools [Add Location(s) selection here]
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### 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	2018-19 Actions/Services	2019-20 Actions/Services
Does not apply.	Does not apply.	2.6 Fund .2 FTE Writing Specialist to implement school wide writing program.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			\$11,000
Source			Supplemental
Budget Reference			1000-1999: Certificated Personnel Salaries Part of the .2 FTE Writing Specialist Salary
Amount			\$11,000

### 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

2017-18 Actions/Services

Does not apply.

2018-19 Actions/Services

Does not apply.

2019-20 Actions/Services

2.7 Fund .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  
 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
--	--	---

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount			\$10,000
Source			Supplemental
Budget Reference			1000-1999: Certificated Personnel Salaries .2 FTE High School Coordinator salaries

**Action 8**

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

<b>Students to be Served:</b> (Select from All, Students with Disabilities, or Specific Student Groups) All [Add Students to be Served selection here]	<b>Location(s):</b> (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:

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

2.8 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
Source			Base
Budget Reference			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

2018-19 Actions/Services

2019-20 Actions/Services

Does not apply.	Does not apply.	2.9 Purchase laptops and chrome books for student checkout and use.
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### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			\$20,000
Source			Base
Budget Reference			6000-6999: Capital Outlay Laptops and Chrome Books 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)

#### Location(s):

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

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

OR

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

#### Students to be Served:

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

#### Scope of Services:

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

#### Location(s):

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

English Learners	Schoolwide	
------------------	------------	--

### 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
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Does not apply.	Does not apply.	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.
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**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount			Duplicate expense
Source			Supplemental
Budget Reference			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)

New 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	To be determined.	Does not apply.	Does not apply.	Maintain a School Attendance rate of 95% or better.
Chronic Absenteeism rate for grades TK-12	To be determined.	Does not apply.	Does not apply.	Maintain a schoolwide Chronic Absenteeism rate lower than the state average.
Expulsion Rate	To be determined.	Does not apply.	Does not apply.	Maintain an expulsion rate lower than 1%.



Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Drop out rate for high school students	To be determined.	Does not apply.	Does not apply.	Maintain a high school drop out rate below 1%.
Drop out rate for middle school students	To be determined.	Does not apply.	Does not apply.	Maintain a middle school drop out rate below .5%.
Suspension rate	To be determined.	Does not apply.	Does not apply.	Maintain a suspension rate below 1%.
Local Measure: Parent Survey Results	To be determined.	Does not apply.	Does not apply.	The number of parents that would recommend SVA to others will be 95% or better.
Annual Parent Survey results regarding school wide communication.	To be determined.	Does not apply.	Does not apply.	95% of SVA parents will report that they use the Parent Square portal for communication.
Parental participation in programs for individuals with exceptional needs.	To be determined.	Does not apply.	Does not apply.	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

2017-18 Actions/Services

Does not apply.

2018-19 Actions/Services

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			\$5,000
Source			Base
Budget Reference			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

**2017-18 Actions/Services**

Does not apply.

**2018-19 Actions/Services****2019-20 Actions/Services**

3.2 Establish a SVA 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			\$1,200
Source			Base
Budget Reference			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

**2017-18 Actions/Services**

Does not apply.

**2018-19 Actions/Services**

Does not apply.

**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
Source	Base		Base
Budget Reference	1000-1999: Certificated Personnel Salaries 5 hours per month Director salary		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

**2017-18 Actions/Services**

Does not apply.

**2018-19 Actions/Services**

Does not apply.

**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			\$7,200
Source			Base
Budget Reference			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

**2017-18 Actions/Services**

Does not apply.

**2018-19 Actions/Services**

Does not apply.

**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			\$800
Source			Base
Budget Reference			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

2017-18 Actions/Services

Does not apply.

2018-19 Actions/Services

Does not apply.

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			\$800
Source			Base
Budget Reference			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

**2017-18 Actions/Services**

Does not apply.

**2018-19 Actions/Services**

Does not apply.

**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 expense
Source			Base
Budget Reference			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)

**Location(s):**

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

**OR**

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



**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**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

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Does not apply.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
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# 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 school's Shasta View Resource Center beginning in the fall of 2019.

SVA's 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.

SVA's 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.

SVA's 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.

SVA 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 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 academic 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

\$

%

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).

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](mailto: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	0.00	0.00	0.00	0.00	651,404.00	651,404.00
	0.00	0.00	0.00	0.00	23,000.00	23,000.00
Base	0.00	0.00	0.00	0.00	477,884.00	477,884.00
Lottery	0.00	0.00	0.00	0.00	20,176.00	20,176.00
Special Education	0.00	0.00	0.00	0.00	50,925.00	50,925.00
Supplemental	0.00	0.00	0.00	0.00	74,419.00	74,419.00
Title I	0.00	0.00	0.00	0.00	5,000.00	5,000.00

\* 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	0.00	0.00	0.00	0.00	651,404.00	651,404.00
	0.00	0.00	0.00	0.00	23,000.00	23,000.00
1000-1999: Certificated Personnel Salaries	0.00	0.00	0.00	0.00	347,925.00	347,925.00
4000-4999: Books And Supplies	0.00	0.00	0.00	0.00	34,500.00	34,500.00
5000-5999: Services And Other Operating Expenditures	0.00	0.00	0.00	0.00	43,300.00	43,300.00
5800: Professional/Consulting Services And Operating Expenditures	0.00	0.00	0.00	0.00	182,679.00	182,679.00
6000-6999: Capital Outlay	0.00	0.00	0.00	0.00	20,000.00	20,000.00

\* 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	0.00	0.00	0.00	0.00	651,404.00	651,404.00
		0.00	0.00	0.00	0.00	23,000.00	23,000.00
1000-1999: Certificated Personnel Salaries	Base	0.00	0.00	0.00	0.00	221,581.00	221,581.00
1000-1999: Certificated Personnel Salaries	Special Education	0.00	0.00	0.00	0.00	50,925.00	50,925.00
1000-1999: Certificated Personnel Salaries	Supplemental	0.00	0.00	0.00	0.00	70,419.00	70,419.00
1000-1999: Certificated Personnel Salaries	Title I	0.00	0.00	0.00	0.00	5,000.00	5,000.00
4000-4999: Books And Supplies	Base	0.00	0.00	0.00	0.00	14,324.00	14,324.00
4000-4999: Books And Supplies	Lottery	0.00	0.00	0.00	0.00	20,176.00	20,176.00
5000-5999: Services And Other Operating Expenditures	Base	0.00	0.00	0.00	0.00	39,300.00	39,300.00
5000-5999: Services And Other Operating Expenditures	Supplemental	0.00	0.00	0.00	0.00	4,000.00	4,000.00
5800: Professional/Consulting Services And Operating Expenditures	Base	0.00	0.00	0.00	0.00	182,679.00	182,679.00
6000-6999: Capital Outlay	Base	0.00	0.00	0.00	0.00	20,000.00	20,000.00

\* 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	0.00	0.00	0.00	0.00	551,404.00	551,404.00
Goal 2	0.00	0.00	0.00	0.00	85,000.00	85,000.00
Goal 3	0.00	0.00	0.00	0.00	15,000.00	15,000.00

\* 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					85,000.00
					23,000.00
Base					20,000.00
Lottery					0.00
Special Education					0.00
Supplemental					37,000.00
Title I					5,000.00



Expenditures NOT Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20
All Funding Sources					621,604.00
					11,000.00
Base					477,084.00
Lottery					20,176.00
Special Education					50,925.00
Supplemental					62,419.00
Title I					0.00