LCFF Budget Overview for Parents

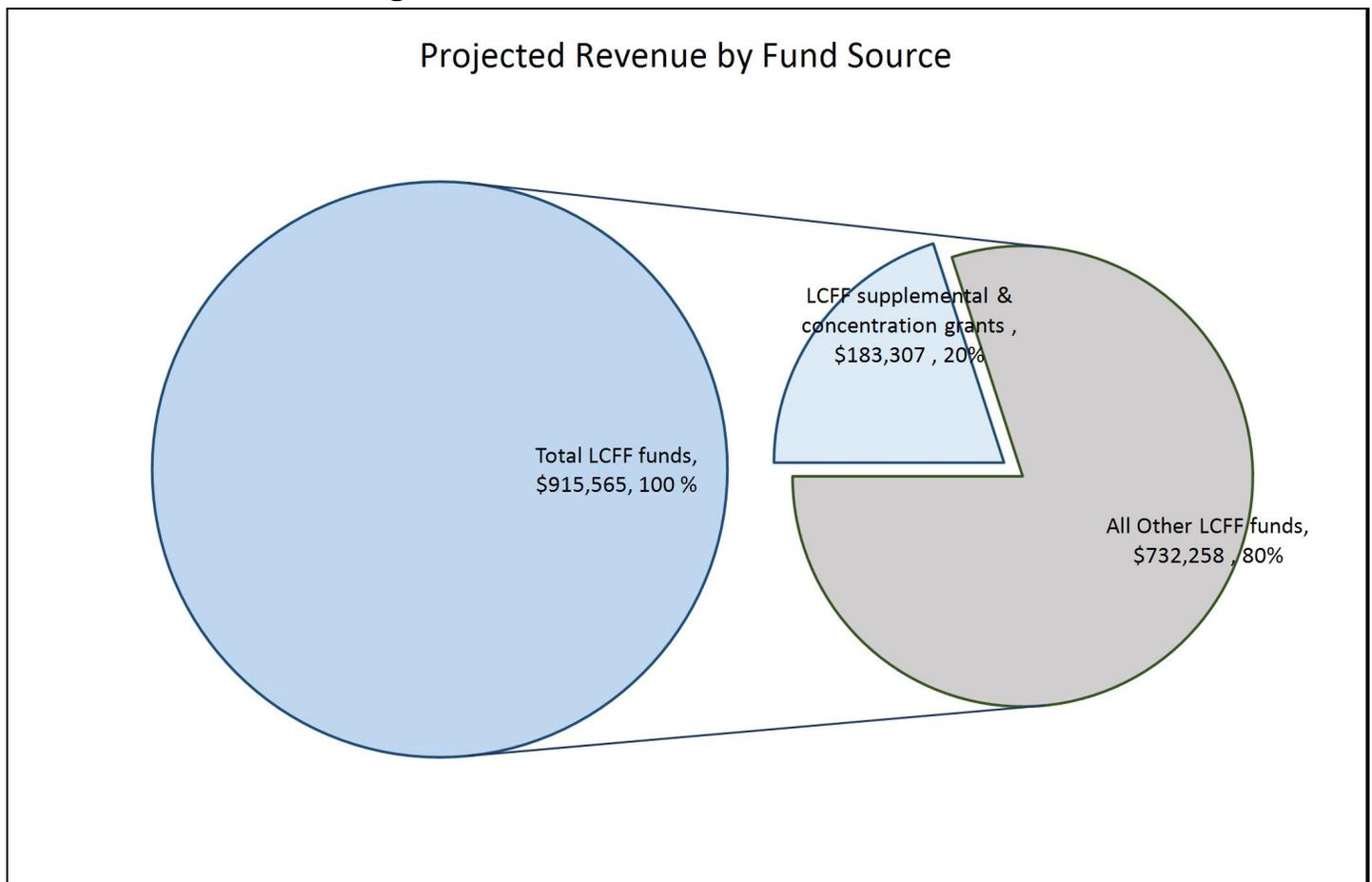Local Educational Agency (LEA) Name: Sierra Vista Charter High School

CDS Code: 54-72249-5430186

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

LEA contact information: Dereck Domingues, Principal

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

Budget Overview for the 2019-20 LCAP Year

Projected Revenue by Fund Source

LCFF supplemental & concentration grants , $183,307 , 20%

Total LCFF funds, $915,565, 100 %

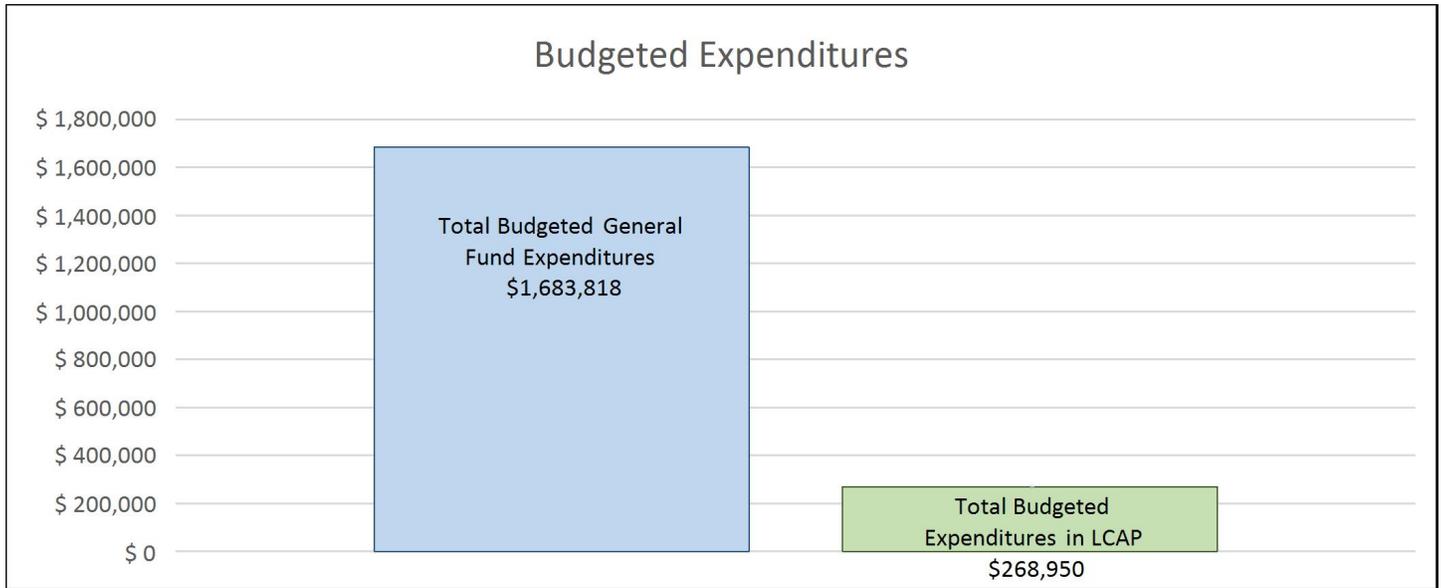All Other LCFF funds, $732,258 , 80%

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

The total revenue projected for Sierra Vista Charter High School is $915,565, of which $915,565 is Local Control Funding Formula (LCFF), $0 is other state funds, $0 is local funds, and $0 is federal funds. Of the $915,565 in LCFF Funds, $183,307 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.

Budgeted Expenditures

Total Budgeted General Fund Expenditures $1,683,818	
	Total Budgeted Expenditures in LCAP $268,950

Y-axis: $ 0, $ 200,000, $ 400,000, $ 600,000, $ 800,000, $ 1,000,000, $ 1,200,000, $ 1,400,000, $ 1,600,000, $ 1,800,000

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

Sierra Vista Charter High School plans to spend $1,683,818 for the 2019-20 school year. Of that amount, $268,950 is tied to actions/services in the LCAP and $1,414,868 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
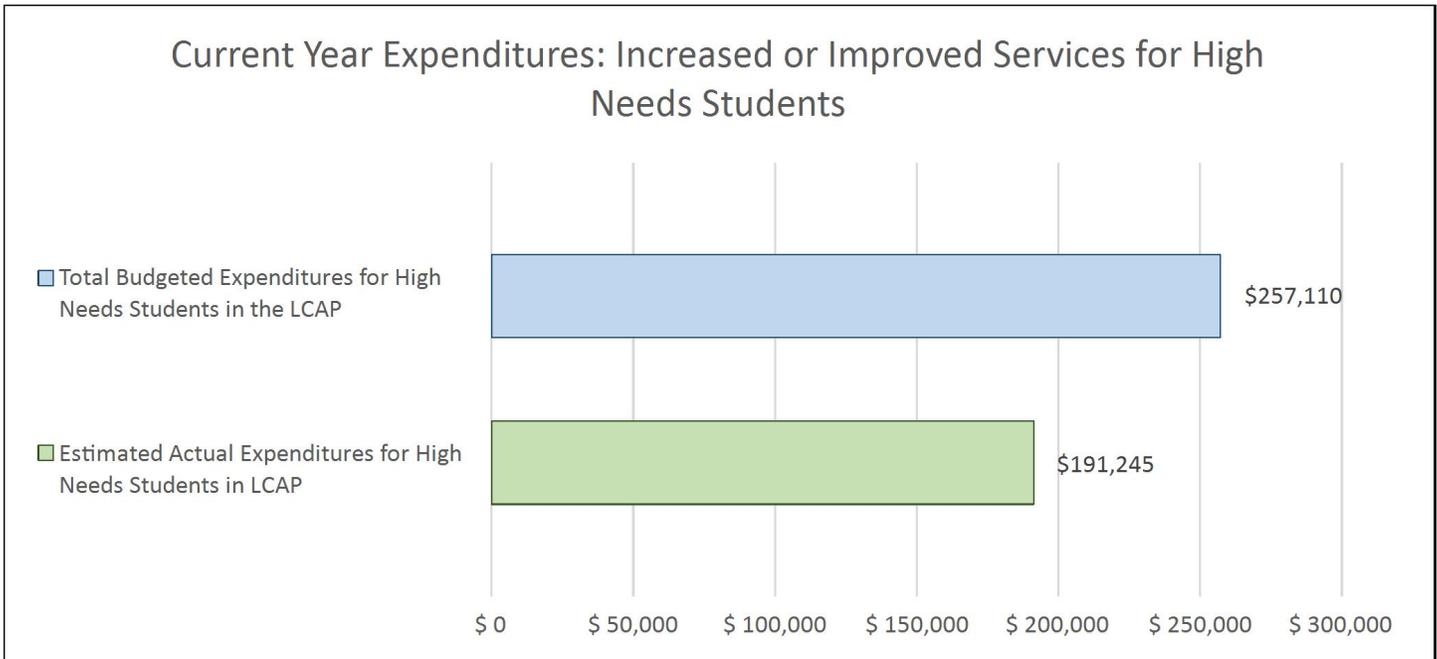
General Fund Expenditures not included in the LCAP are in the areas of maintenance and operations, transportation, centralized data processing, district and site administration. Costs in these areas include salaries, benefits, supplies, travel, utilities, repairs, and equipment.

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

In 2019-20, Sierra Vista Charter High School is projecting it will receive $183,307 based on the enrollment of foster youth, English learner, and low-income students. Sierra Vista Charter High School must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Sierra Vista Charter High School plans to spend $268,950 on actions to meet this requirement.

LCFF Budget Overview for Parents

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

Current Year Expenditures: Increased or Improved Services for High Needs Students

☐ Total Budgeted Expenditures for High Needs Students in the LCAP — **$257,110**

☐ Estimated Actual Expenditures for High Needs Students in LCAP — **$191,245**

(Chart x-axis: $0, $50,000, $100,000, $150,000, $200,000, $250,000, $300,000)

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

In 2018-19, Sierra Vista Charter High School's LCAP budgeted $257,110 for planned actions to increase or improve services for high needs students. Sierra Vista Charter High School estimates that it will actually spend $191,245 for actions to increase or improve services for high needs students in 2018-19.

The difference between the budgeted and actual expenditures of $-65,865 had the following impact on Sierra Vista Charter High School's ability to increase or improve services for high needs students: Even though Accelerated Charter had material differences between Budgeted Expenditures and Estimated Actual Expenditures in the areas listed below, the actions and services, as well as the increased or improved services for high needs students were not effected. The material differences were in the areas listed below.

- Continued to provide PLC/PD release time both during and after the school day to focus on supporting teachers in meeting the needs of our students, specifically our students at-risk of not being college and career ready. $1,332 vs $6,750
- Provided English language arts, mathematics and science support courses provided by staff members during the school day, Reconnecting Youth course, and Math 180 to support English learners and special education students. $0 vs $3,200
- Provided ELD support in the student's schedule. $14,660 vs $19,000
- Continued to provide staff development on embedding ELD standards and instructional strategies in the Social Studies, Mathematics and Science $0 vs. $3,840
- Continued to provide Aeries Communication to communicate information with parents. Provide training to staff on use of Aeries Communication $0 vs $570
- Continued the 1 FTE Counselor position at SVCHS $123,974 vs. $147,850
- Continued with Positive Behavioral Intervention and Support Student incentives.$0 vs $1,500

Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

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

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

LEA Name	Contact Name and Title	Email and Phone
Sierra Vista Charter High School	Dereck Domingues Principal	Dereck.Domingues@tulare.k12.ca.us 559-687-7384

2017-20 Plan Summary
The Story

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

A dependent charter of the Tulare Joint Union High School District, Sierra Vista Charter High School (SVCHS) was originally Sierra Vista High School, and was developed in 1984 as an alternative for students who would otherwise be unable to attend school within a traditional setting. In 2014, the school converted to a charter high school. Our program is open to all students and offers both, a traditional independent study method of instruction, as well as online instruction options. An internal review of the independent study program and the need to provide additional options to enhance student opportunities and performance within the independent study program were the impetus for the development of a charter high school. The vision and purpose of Sierra Vista Charter High School is to provide a quality developmental program addressing the academic, career, and personal/social development of all students. Our program is a vital part of the mission of the Tulare Joint Union High School District. Our program supports, facilitates, and maximizes personal and academic achievement for all students, is proactive and preventative in its focus, assists students in acquiring and utilizing life-long learning skills, provides services to enhance academics, encourages self-awareness, fosters interpersonal communication skills, develops college and career readiness skills, and prepares all students to be contributing members of society. Sierra Vista Charter High School is part of the Tulare Joint Union High School District and is located in a unique community nestled within the heart of one of the most fertile agricultural regions in the San Joaquin Valley. The district encompasses a community of more than 78,000 residents who are passionate about the quality of life for our students during their school-age years and beyond. The district currently serves over 5,500 students. Sierra Vista Charter High School staff are committed to providing all students with a safe, nurturing educational environment that inspires students to reach their individual potential. Sierra Vista Charter High School is comprised of a diverse population of students in grades 9-12, and is comprised of 91% socio-economically disadvantaged, 18% students with disabilities and 18% English language learners (Source: 2017-18 CalPADS). Sierra Vista Charter High School is using the LCAP process to identify areas of needed improvement. The LCAP will

highlight goals which focus on improving student achievement for all students, but more specifically students that are low income (LI), English-language learners (EL), and Foster youth (FY).

LCAP Highlights

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

In this year's LCAP, we continued to focus on preparing all students to be college and career ready, increase the English Language acquisition of our English Learners and provide a safe and welcoming environment to all of our students. Based on stakeholder input, we changed our metrics in order to better identify our distict's strengths and needs. One change we made was monitoring the percentage of students with a C or better in English, mathematics, history and science versus a D or better. At the end of last year our EL coordinator took a job in another district so in order to help support our English Learners the district gave each EL site coordinator an extra prep period to help monitor students at their site. At SVCHS, our part-time ELD teacher continued to provide support our EL students. To support a positive learning environment, the district provided an LVN for alternative schools while SVCHS continued to implement and improve the PBIS program.

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

A review of our local performance indicators shows improvement in students passing with a C or better in ELA, Math, Science, and Social Science courses. State indicators showed improvement in CAASPP English and Math test scores. English learners showed significant improvement in passing with a C or better in Math, Social Studies, and Science.   Also, scores show an increase in our graduation rate, this is still an area of focus for our site. We plan on continuing to support these areas through the offering of professional development and extra support courses for our students.

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

Based on the pilot Dashboard data and local performance indicators, our graduation rate is improving but we are still below the district average. We will continue to support this area by providing a full time counselor who will develop individual academic plans for each of our students. Those students falling behind on credits will be offered online courses for credit recovery through Edgenuity and PLATO. Also, based on the data, our greatest area of need is improving CAASPP-Math test results. Currently 14% of our students have met or exceeded the standards in the 2017-2018 school year. We will offer Algebra 1, Geometry, and Algebra 2 to better prepare our students for CAASPP. Teachers will be given opportunities for professional development and students will continue to receive extra academic support throughout the 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

Based on the Dashboard data, our college and career state indicator shows our performance level at yellow with 11.9% of our students prepared. Our Hispanic population percentage was 9.1% prepared. We plan on continuing to support this area by offering more A-G courses and using our counselor to implement college and career academic plans for each of our students.

Comprehensive Support and Improvement

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

Schools Identified

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

Support for Identified Schools

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

Monitoring and Evaluating Effectiveness

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

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 1

All students will graduate college and career ready.

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)
                        Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Passing rate of C or better in ELA courses based on semester grades **18-19** 73% **Baseline** 63%	81.3% of Sierra Vista students had a passing rate of C or better in ELA courses
Metric/Indicator Passing rate with a C or better in Mathematics courses based on semester grades **18-19** 61% **Baseline** 55%	89.9% of Sierra Vista students had a passing rate of C or better in Math courses

Expected	Actual
Metric/Indicator Percentage of students meeting or exceeding the standards in English on the California Assessment of Student Performance and Progress(CAASPP) **18-19** 36% **Baseline** 29%	55% of Sierra Vista students met or exceeded the standards in CAASPP-English
Metric/Indicator Percentage of students meeting or exceeding the standards in Mathematics on the California Assessment of Student Performance and Progress(CAASPP) **18-19** 8% **Baseline** 4%	14% of Sierra Vista students met or exceeded the standards in CAASPP-Math
Metric/Indicator Passing rate of C or better in Science courses based on semester grades **18-19** 74% **Baseline** 66%	87% of Sierra Vista students had a passing rate of C or better in Science courses
Metric/Indicator Passing rate of a C or better in Social Studies courses based on semester grades **18-19** 74% **Baseline** 70%	72.2% of Sierra Vista students had a passing rate of C or better in Social Science courses
Metric/Indicator Students enrolled in CTE courses **18-19** 26 **Baseline** 20	45 Sierra Vista students enrolled in CTE courses

Expected	Actual
Metric/Indicator English EAP rates **18-19** 12% **Baseline** 4%	14% of Sierra Vista students demonstrate readiness for English college level work through EAP
Metric/Indicator Mathematics EAP rates **18-19** 4% **Baseline** 0%	9% of Sierra Vista students demonstrate readiness for Mathematics college level work through EAP
Metric/Indicator Graduation rate **18-19** 57% **Baseline** 43%	Sierra Vista had a graduation rate of 73.2%
Metric/Indicator Dropout Rate **18-19** 43% **Baseline** 57%	Sierra Vista had a dropout rate of 10.7%

Actions / Services

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

Action 1

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

#1 Continue to provide PLC/PD release time both during and after the school day to focus on supporting teachers in meeting the needs of our students, specifically our students at-risk of not being college and career ready.	#1 Continued to provide PLC/PD release time both during and after the school day to focus on supporting teachers in meeting the needs of our students, specifically our students at-risk of not being college and career ready.	1000-1999: Certificated Personnel Salaries Concentration $6,750	1000-1999: Certificated Personnel Salaries Concentration $1,332

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
#2 Provide English language arts, mathematics and science support courses provided by staff members during the school day, Reconnecting Youth course, and Math 180 to support English learners and special education students.	#2 Provided English language arts, mathematics and science support courses provided by staff members during the school day, Reconnecting Youth course, and Math 180 to support English learners and special education students.	1000-1999: Certificated Personnel Salaries Concentration $3,200	1000-1999: Certificated Personnel Salaries Concentration $0

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
#3 Provide credit recovery courses for students at-risk of not graduating through Edgenuity and Plato.	#3 Provided credit recovery courses for students at-risk of not graduating through Edgenuity and Plato.	1000-1999: Certificated Personnel Salaries Concentration $49,400	1000-1999: Certificated Personnel Salaries Concentration $25,978
		41000 Core Curricular Materials Concentration $25,000	41000 Core Curricular Materials Concentration $25,500

Analysis

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

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

Goal 1 is to support Sierra Vista students to be college and career ready. Every Friday teachers meet with the principal and counselor to discuss and implement common testing, grading, and assignment procedures. This time is used to discuss and articulate common practices within the staff. Sierra Vista also provides support courses for students in English, Math, and Science. These support classes provide extra time for students to complete work and receive extra help from their teacher. We also provide credit recovery courses for at risk students who need additional courses to get back on track to graduate.

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

Our metrics indicate that we continue to make progress towards all our students being college and career ready. Our scores indicate improvement in English, Math, and Science. These core courses show growth in the percentage of students passing with a C or better. Social Science dropped slightly but is being addressed by updating the current curriculum.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Personnel salaries for credit recovery are slightly below the budgeted amount because the number of students in at risk courses dropped. The school is receiving less students for credit recovery because the district recently opened a school specifically designed to help students recover credits who are not on track to graduate. Teachers have not requested PLC release or Professional Development time because PLC is now part of the weekly work schedule and the Tulare County Office of Education provides free or cost effective professional development workshops throughout the school year.

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

After reviewing the metrics associated with this goal we will continue with the same actions for next year.

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 2

All English Learners will improve their English Language Acquisition and achievement.

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)
                            Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Percentage of students scoring proficient or above on the CELDT **18-19** 53% **Baseline** 47%	38% of Sierra Vista students scored proficient or above on the ELPAC. This is a revised test that took the place of CELDT.
Metric/Indicator Reclassification Rate **18-19** 50% **Baseline** 46%	0% of Sierra Vista students reclassified as English proficient due to transition between CELDT and ELPAC.

Expected	Actual
Metric/Indicator Passing rate of C or better for English Learners in Mathematics courses based on semester grades **18-19** 33% **Baseline** 23%	80% of Sierra Vista English Learners had a passing rate of C or better in Mathematics courses based on semester grades
Metric/Indicator Passing rate of C or better for English Learners in Social Studies courses based on semester grades **18-19** 77% **Baseline** 71%	90.9% of Sierra Vista English Learners had a passing rate of C or better in Social Science courses based on semester grades
Metric/Indicator Passing rate of C or better for English Learners in Science courses based on semester grades **18-19** 51% **Baseline** 45%	100% of Sierra Vista English Learners had a passing rate of C or better in Science courses based on semester grades
Metric/Indicator Percentage of English Learners meeting or exceeding the standards in English on the California Assessment of Student Performance and Progress(CAASPP) **18-19** 6% **Baseline** 0% (2015-16 Data)	0% Sierra Vista English Learners met or exceeded the standards for the CAASPP-English test
Metric/Indicator Percentage of English Learners meeting or exceeding the standards in Mathematics on the California Assessment of Student Performance and Progress(CAASPP) **18-19** 4% **Baseline**	0% Sierra Vista English Learners met or exceeded the standards for the CAASPP-Math test

Expected	Actual
0% 2015-16 Data)	
Metric/Indicator Graduation rate for English Learners **18-19** 60% **Baseline** 50%	Sierra Vista had a 66.7% graduation rate for English Learners
Metric/Indicator Dropout rate for English Learners **18-19** 40% **Baseline** 50%	Sierra Vista had a dropout rate of 0% for English Learners
Metric/Indicator Maintain implementation of English Language Development Standards in English, Mathematics and History and implement in Science **18-19** Maintain implementation of English Language Development Standards in English, Mathematics and History and implement in Science **Baseline** Maintain implementation of English Language Development Standards in English, Mathematics and History and implement in Science	Maintain implementation of English Language Development Standards in English, Mathematics and History and implement in Science

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
#1 Provide ELD support in the student's schedule.	#1 Provided ELD support in the student's schedule.	1000-1999: Certificated Personnel Salaries Concentration $19,000	1000-1999: Certificated Personnel Salaries Concentration $14,660

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
#2 Continue to provide staff development on embedding ELD standards and instructional strategies in the Social Studies, Mathematics and Science.	#2 Continued to provide staff development on embedding ELD standards and instructional strategies in the Social Studies, Mathematics and Science.	1000-1999: Certificated Personnel Salaries Concentration $3,840	1000-1999: Certificated Personnel Salaries Concentration $0

Analysis

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

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

The actions and services in goal #2 were implemented to support English Learners. Sierra Vista offers ELD support courses for students and staff development to develop and use differentiated instructional strategies in the classroom.

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

The metrics indicate student improvement in Math, Social Science, and Science. Our English Learners are graduating at a higher graduation rate than in the past and we continue to reclassify students as English proficient.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We had material differences between budgeted expenditures and estimated actual expenditures in providing staff development. We continue to offer professional development to our staff by having teachers attend the county office of education workshops and inservice. These workshops/inservice are provided at reduced or no cost to the district. The district also has an educational technology coordinator and technology curriculum specialist who provide professional development in technology and curriculum development.

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

After reviewing the metrics we will continue with all the actions included in this goal.

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 3

All students will be part of a positive learning environment where they feel welcomed, valued, safe and engaged as part of a greater community.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
                     Priority 3: Parental Involvement (Engagement)
                     Priority 5: Pupil Engagement (Engagement)
                     Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Pupil-to-counselor ratio **18-19** 175:1 **Baseline** 138:1	Sierra Vista has a 98:1 pupil-to-counselor ratio
Metric/Indicator Number registrations on the districts Parent Link app **18-19** 52 **Baseline** 32	Sierra Vista has 201 registered on the districts AERIES Communication
Metric/Indicator Attendance Rate	Sierra Vista had an attendance rate of 88.5%

Expected	Actual
18-19 85% **Baseline** 81.4%	
Metric/Indicator Suspension Rate **18-19** .1% **Baseline** .3%	Sierra Vista had a suspension rate of .6%
Metric/Indicator Expulsion Rate **18-19** 0% **Baseline** .007%	Sierra Vista had an expulsion rate of 0%.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
#1 Continue to provide Aeries Communication to communicate information with parents. Provide training to staff on use of Aeries Communication.	#1 Continued to provide Aeries Communication to communicate information with parents. Provide training to staff on use of Aeries Communication.	1000-1999: Certificated Personnel Salaries Concentration $570	1000-1999: Certificated Personnel Salaries Concentration $0

Action 2

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

#2 Continue the 1 FTE Counselor position at SVCHS	#2 Continued the 1 FTE Counselor position at SVCHS	1000-1999: Certificated Personnel Salaries Concentration $147,850	1000-1999: Certificated Personnel Salaries Concentration $123,975

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
#3 Continue with Positive Behavioral Intervention and Support Student incentives.	#3 Continued with Positive Behavioral Intervention and Support Student incentives.	4000-4999: Books And Supplies Concentration $1,500	4000-4999: Books And Supplies Concentration $0

Analysis

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

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

Goal #3 states Sierra Vista will support our school site in creating a positive learning environment, where all students feel welcomed, safe and engaged. Parent communication is done regularly through AERIES Communication. This allows teachers, administrators, and counselors the ability to easily email, text, or direct message students and parents. Our full time counselor continues to provide educational counseling services and personal support to our students. Sierra Vista also provided incentives for positive behavior through our PBIS program.

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

Our metrics indicate we continue to foster a positive learning environment. The school had one suspension and zero expulsions this past year. Student attendance remained consistent at 85%.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no significant material differences between budgeted expenditures and estimated actual expenditures.

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

After reviewing the metrics we will continue with all the actions included in this goal.

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?

LCAP information and consultation sessions are held with CTA and CSEA. Union representatives attend BAC meetings and School Services budget session. Union bargaining sessions include LCAP considerations and discussions.

LCAP information was presented in English and Spanish. Stakeholder input was gathered at site staff meetings, School Site Council, parent organization meetings, and through online surveys in English and Spanish. This input was collected from students, staff, parents and community members.

Superintendent's Cabinet discusses development and completion of LCAP with regard to staffing needs and LCAP timeline for public hearing and budget approval.

Board of Trustees reviews LCAP goals and impact on multi-year projections.

Our Budget Advisory Committee, which constitutes the TJUHSD's Parent Advisory Committee, also meets on a regular basis to provide input on our LCAP goals, actions and metrics. The committee is composed of students, classified staff, teachers, administrators, parents and community members. The committee also reviewed the stakeholder surveys to have an understanding of specific feedback from students, parents, staff and community members. Changes were made to the LCAP goals and metrics based on the input shared at the BAC. The changes made to our LCAP are reflective of the input provided by our stakeholders.

Meeting Dates:

BAC – 10/2/18, 11/26/18, 1/22/19, 4/2/19, 5/21/19

CSEA – 7/23/18 (A CSEA member is also a representative to our BAC meetings)

CTA – 5/4/2019 (A CTA member is also a representative to our BAC meetings)

SELPA Meetings- 8/27/18, 10/1/18, 11/5/18, 12/3/18, 2/4/19

Special Education Performance Indicator Review (PIR) - 3/28/19

Special Education Comprehensive Support and Intervention (CSI) Collaboration- 5/6/18

Cabinet/Principals' Meetings – 8/14/18, 10/2/18, 10/16/18, 10/30/2018, 12/11/18, 1/14/19, 2/19/19, 3/20/19, 4/23/19, 5/7/19, 5/21/2019

Board of Trustees – 10/18/18, 11/1/18, 1/17/19, 2/15/19, 5/23/19, 6/4/19, 6/19/19

School Services of California May Revise – 5/22/19, attended by CTA, CSEA and district staff

Impact on LCAP and Annual Update

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

Information was shared with each stakeholder group on the LCAP actions that had been accomplished and the outcomes on metrics being collected. Monthly information was also shared with the Board of Trustees on actions, with updates after BAC meetings on the metrics and progress. Feedback in the form of surveys, as well as suggestions from the face to face meetings with the various stakeholders at the meetings listed above, resulted in actions with accompanied funding.   Board of Trustees transparently displayed the actions proposed, as well as a summary of the feedback from the various stakeholder groups. Between January 23, 2019 and March 25, 2019, feedback was solicited from each stakeholder group. From April 3– May 21, revisions and edits to the next year plan were made. On May 21st, the draft LCAP was further edited by the BAC in the following areas: college and career readiness, English language acquisition and achievement, and school climate.

Based on the feedback from our stakeholder meetings, we will continue to focus on preparing all students to be college and career ready, increase the English Language acquisition of our English Learners and provide a safe and welcoming environment to all of our students. Our stakeholder feedback also resulted in additional actions to better support a positive learning environment, such as adding proactive actions that educate our students not only on the effects of drugs, but also on healthy coping skills to deal with life stresses.

Goals, Actions, & Services

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

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

Unchanged Goal

Goal 1

All students will graduate college and career ready.

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)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

Even though our data shows growth on the percentage of students passing their English, math and science courses, there is still a continuing need to support our students to be college and career ready. This includes continuing to support our students so that they are able to demonstrate proficiency in English and Mathematics, as well as, meeting or exceeding the standards on the CAASPP ELA and math. We also need to continue to increase our overall graduation rate and support our students in science, so that they are able to think like scientists.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Passing rate of C or better in ELA courses based on semester grades	63%	68% (Actual 67.7%)	73% (Actual 81.1%)	83%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Passing rate with a C or better in Mathematics courses based on semester grades	55%	58% (Actual 72.5%)	61% (Actual 89.8%)	92%
Percentage of students meeting or exceeding the standards in English on the California Assessment of Student Performance and Progress(CAASPP)	29%	32% (Actual 21%)	36% (Actual 55%)	57%
Percentage of students meeting or exceeding the standards in Mathematics on the California Assessment of Student Performance and Progress(CAASPP)	4%	6% (Actual 0%)	8% (Actual 14%)	20%
Passing rate of C or better in Science courses based on semester grades	66%	70% (Actual 66.2%)	74% (Actual 87%)	90%
Passing rate of a C or better in Social Studies courses based on semester grades	70%	72% (Actual 69.3%)	74% (Actual 72.2%)	75%
Students enrolled in CTE courses	20	23 (Actual 58)	26 (Actual 45)	50
English EAP rates	4%	8% (Actual 5%)	12% (Actual 14% for 2017-2018)	15%
Mathematics EAP rates	0%	2% (Actual 5%)	4% (Actual 9% for 2017-2018)	10%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Graduation rate	43%	50% (Actual 66.7%, official 2016-17 rate will be released in June)	57% (Actual 73.2% for 2017-2018)	80%
Dropout Rate	57%	50% (Actual 28.1%, official 2016-17 rate will be released in June)	43% (Actual 10.7% for 2017-2018)	9%

Planned Actions / Services

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

Action 1

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

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)

Specific Schools: Sierra Vista Charter High

Actions/Services

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

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

#1 Continue to provide PLC/PD release time both during and after the school day to focus on supporting teachers in meeting the needs of our students, specifically our students at-risk of not being college and career ready.	#1 Continue to provide PLC/PD release time both during and after the school day to focus on supporting teachers in meeting the needs of our students, specifically our students at-risk of not being college and career ready.	#1 Continue to provide PLC/PD release time both during and after the school day to focus on supporting teachers in meeting the needs of our students, specifically our students at-risk of not being college and career ready.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$6,750	$6,750	$6,750
Source	Concentration	Concentration	Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel 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)

[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)

Specific Schools: Sierra Vista Charter High

Actions/Services

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

Modified Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
#2 Provide English language arts and mathematics support courses provided by staff members during the school day, Reconnecting Youth course, and Math 180 to support English learners and special education students.	#2 Provide English language arts, mathematics and science support courses provided by staff members during the school day, Reconnecting Youth course, and Math 180 to support English learners and special education students.	#2 Provide English language arts, mathematics and science support courses provided by staff members during the school day, Reconnecting Youth course, and Math 180 to support English learners and special education students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$3,120	$3,200	$3,290
Source	Concentration	Concentration	Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

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)

Specific Schools: Sierra Vista Charter High

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
#3 Provide credit recovery courses for students at-risk of not graduating through Edgenuity and Plato.	#3 Provide credit recovery courses for students at-risk of not graduating through Edgenuity and Plato.	#3 Provide credit recovery courses for students at-risk of not graduating through Edgenuity and Plato.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$48,600	$49,400	$50,200
Source	Concentration	Concentration	Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	$25,000	$25,000	$25,000
Source	Concentration	Concentration	Concentration
Budget Reference	41000 Core Curricular Materials	41000 Core Curricular Materials	41000 Core Curricular Materials

Action 4

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

OR

English Learners Foster Youth Low Income	Schoolwide	Specific Schools: Sierra Vista Charter

Actions/Services

		New Action

		#4 Provide supplies for CTE culinary foods course

Budgeted Expenditures

Amount			$1,000
Source			Carl D. Perkins Career and Technical Education
Budget Reference			4000-4999: Books And Supplies

Goals, Actions, & Services

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

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

Unchanged Goal

Goal 2

All English Learners will improve their English Language Acquisition and achievement.

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)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

Even though, our data shows growth districtwide on the percentage of English Learners passing their Mathematics, History and Science classes at semester, based on the CAASPP test scores there is still a significant gap in the performance of all students and English learners. Currently, the graduation rate for English Learners is also about the same as the overall rate. This means that we need to continue to support our English Learners with their English Language Acquisition and overall achievement.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of students scoring proficient or above on the CELDT	47%	50% (Actual 51%)	53% (Actual 38%, ELPAC replaced CELDT)	56%
Reclassification Rate	46%	48% (Actual 40%)	50% (Actual 0%)	52%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Passing rate of C or better for English Learners in Mathematics courses based on semester grades	23%	28% (Actual 50%)	33% (Actual 80%)	82%
Passing rate of C or better for English Learners in Social Studies courses based on semester grades	71%	74% (Actual 75%)	77% (Actual 90.9%)	92%
Passing rate of C or better for English Learners in Science courses based on semester grades	45%	48% (Actual 66.7%)	51% (Actual 100%)	100%
Percentage of English Learners meeting or exceeding the standards in English on the California Assessment of Student Performance and Progress(CAASPP)	0% (2015-16 Data)	4% (Actual 9%, 2016-17 Data)	6% (Actual no EL students took CAASPP-English in 2017-2018)	8%
Percentage of English Learners meeting or exceeding the standards in Mathematics on the California Assessment of Student Performance and Progress(CAASPP)	0% 2015-16 Data)	2% (Actual 0%, 2016-17 Data)	4% (Actual no EL students took CAASPP-Math in 2017-2018)	6%
Graduation rate for English Learners	50%	55% (Actual 66.7%, 2016-17 Data)	60% (Actual 66.7% for 2017-2018)	70%
Dropout rate for English Learners	50%	45% (Actual 26.7% 2016-17 Data)	40% (Actual 0% for 2017-2018)	30%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Maintain implementation of English Language Development Standards in English, Mathematics and History and implement in Science	Maintain implementation of English Language Development Standards in English, Mathematics and History and implement in Science	Maintain implementation of English Language Development Standards in English, Mathematics and History and implement in Science	Maintain implementation of English Language Development Standards in English, Mathematics and History and implement in Science	Maintain implementation of English Language Development Standards in English, Mathematics and History and implement in Science

Planned Actions / Services

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

Action 1

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

English Learners

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

Schoolwide

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

Specific Schools: Sierra Vista Charter High

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
#1 Provide ELD support in the student's schedule.	#1 Provide ELD support in the student's schedule.	#1 Provide ELD support in the student's schedule.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$19,460	$19,000	$20,100
Source	Concentration	Concentration	Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel 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)

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

English Learners

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

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

Specific Schools: Sierra Vista Charter High

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
#2 Continue to provide staff development on embedding ELD standards and instructional strategies in the Social Studies, Mathematics and Science.	#2 Continue to provide staff development on embedding ELD standards and instructional strategies in the Social Studies, Mathematics and Science.	#2 Continue to provide staff development on embedding ELD standards and instructional strategies in the Social Studies, Mathematics and Science.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$3,790	$3,840	$3,900
Source	Concentration	Concentration	Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

Action 3

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

OR

English Learners		Specific Schools: Sierra Vista Charter

Actions/Services

		New Action
		#3 Provide tutoring and supplies for English Learners

Budgeted Expenditures

Amount			$2,950
Source			Title III
Budget Reference			1000-1999: Certificated Personnel Salaries
Amount			$600
Source			Title III
Budget Reference			3000-3999: Employee Benefits

Amount			$600
Source			Title III
Budget Reference			4000-4999: Books And Supplies
Amount			$1,870
Source			Title III
Budget Reference			5000-5999: Services And Other Operating Expenditures

Goals, Actions, & Services

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

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

Unchanged Goal

Goal 3

All students will be part of a positive learning environment where they feel welcomed, valued, safe and engaged as part of a greater community.

State and/or Local Priorities addressed by this goal:

State Priorities:
Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

Local Priorities:

Identified Need:

Based on the participation rates of our parents, we need to continue to engage our parents in the education of their students. Our survey results also show that we need to continue to support the social and emotional needs of our students. This includes providing training to our staff on how to build connections with their students.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Pupil-to-counselor ratio	138:1	150:1 (Actual 92:1)	175:1 (Actual 98:1)	120:1
Number registrations on the districts Parent Link app	32	42 (We switched mid-year to Aeries Communications)	52 (Actual 201)	220
Attendance Rate	81.4%	83% (Actual 79.02%)	85% (Actual 88.5%)	90%
Suspension Rate	.3%	.2% (Actual .4%)	.1% (Actual .6% for 2017-2018)	1%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Expulsion Rate	.007%	0% (Actual 1.43%)	0% (Actual 0%)	0%

Planned Actions / Services

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

Action 1

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

English Learners
Foster Youth
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)

Specific Schools: Sierra Vista Charter High

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
#1 Continue to provide Parent Link app to communicate information with parents. Provide training to staff on use of Parent Link.	#1 Continue to provide Aeries Communication to communicate information with parents. Provide training to staff on use of Aeries Communication.	#1 Continue to provide Aeries Communication to communicate information with parents. Provide training to staff on use of Aeries Communication.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$560	$570	$580
Source	Concentration	Concentration	Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel 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)

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

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

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

Specific Schools: Sierra Vista Charter

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
#2 Continue the 1 FTE Counselor position at SVCHS	#2 Continue the 1 FTE Counselor position at SVCHS	#2 Continue the 1 FTE Counselor position at SVCHS

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$145,630	$147,850	$157,630
Source	Concentration	Concentration	Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

Action 3

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

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

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

Specific Schools: Sierra Vista Charter

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
#3 Continue with Positive Behavioral Intervention and Support Student incentives.	#3 Continue with Positive Behavioral Intervention and Support Student incentives.	#3 Continue with Positive Behavioral Intervention and Support Student incentives.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$1,500	$1,500	$1,500
Source	Concentration	Concentration	Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Action 4

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

OR

		Specific Schools: Sierra Vista Charter

Actions/Services

		New Action
		#4 Provide 1/2 FTE Community Liaison position at SVCHS

Budgeted Expenditures

Amount			$33,500
Source			Title I
Budget Reference			2000-2999: Classified Personnel Salaries
Amount			$1,144
Source			Title I
Budget Reference			4000-4999: Books And Supplies

Action 5

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

OR

		Specific Schools: Sierra Vista Charter

Actions/Services

		New Action
		#5 Provide first aid supplies for students and nurse's office

Budgeted Expenditures

Amount			$276
Source			Medical
Budget Reference			4000-4999: Books And Supplies

Action 6

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

OR

		Specific Schools: Sierra Vista Charter

Actions/Services

		New Action
		#6 Provide supplies for counseling office

Budgeted Expenditures

Amount			$668
Source			MAA
Budget Reference			4000-4999: Books And Supplies

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$183,307	25.03%

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).

District demographics indicate that 72% of our students qualify for Free & Reduced meals, 16% are English learners, and 1% are Foster Youth. Because these groups represent a significant percentage of our population, our stakeholders have determined all district goals are designed to close the achievement gap, provide additional learning opportunities, and meet the needs of these targeted students. The district's unduplicated eligible students comprise 73% of our student population. In closing the achievement gap and implementing our goals, our stakeholders have determined the best approach is to allow the remaining 27% of students to automatically receive similar services. By providing these services at district-wide, we are able to serve the populations that generated these funds. The factions in our LCAP are offered/implemented schoolwide, but are principally directed at our unduplicated pupils.

All of the goals and action plans will remain the same for the 2018-19 school year. Sierra Vista Charter High School will provide the following:

- English language arts, math and science support courses provided by staff members during the school day and after school. We will also provide Reconnecting Youth and Math 180.
- Credit Recovery courses will be provided after school, during the winter break and during the summer
- Professional development will be provided in the areas of ELD standards implementation, college and career readiness
- SVCHS will maintain a FTE counselor
- Provide professional development to help improve on communication between the teachers and the parents
- Continue to support Positive Behavioral Intervention and Support (PBIS) incentives

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$211,101	27.52%

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).

District demographics indicate that 72% of our students qualify for Free & Reduced meals, 16% are English learners, and 1% are Foster Youth. Because these groups represent a significant percentage of our population, our stakeholders have determined all district goals are designed to close the achievement gap, provide additional learning opportunities, and meet the needs of these targeted students. The district's unduplicated eligible students comprise 73% of our student population. In closing the achievement gap and implementing our goals, our stakeholders have determined the best approach is to allow the remaining 27% of students to automatically receive similar services. By providing these services at district-wide, we are able to serve the populations that generated these funds. The factions in our LCAP are offered/implemented schoolwide, but are principally directed at our unduplicated pupils.

All of the goals and action plans will remain the same for the 2018-19 school year. Sierra Vista Charter High School will provide the following:
- English language arts, math and science support courses provided by staff members during the school day and after school. We will also provide Reconnecting Youth and Math 180.

- Credit Recovery courses will be provided after school, during the winter break and during the summer
- Professional development will be provided in the areas of ELD standards implementation, college and career readiness
- SVCHS will maintain a FTE counselor
- Provide professional development to help improve on communication between the teachers and the parents
- Continue to support Positive Behavioral Intervention and Support (PBIS) incentives

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

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

Plan Summary

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

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

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

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

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

Comprehensive Support and Improvement

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

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

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

- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

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

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

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

Stakeholder Engagement

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

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

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

> > - If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."

> > - If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".

> > - If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

- Enter "New Action" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.

- Enter "Modified Action" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.

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

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.

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

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

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

    A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;

    B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and

    C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

    A. The implementation of state board adopted academic content and performance standards for all students, which are:

        a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts

        b. Mathematics – CCSS for Mathematics

        c. English Language Development (ELD)

        d. Career Technical Education

        e. Health Education Content Standards

        f. History-Social Science

        g. Model School Library Standards

        h. Physical Education Model Content Standards

        i. Next Generation Science Standards

        j. Visual and Performing Arts

        k. World Language; and

    B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

    A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;

    B. How the school district will promote parental participation in programs for unduplicated pupils; and

    C. How the school district will promote parental participation in programs for individuals with exceptional needs.

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

    A. Statewide assessments;

    B. The Academic Performance Index;

    C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;

    D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);

    E. The English learner reclassification rate;

    F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and

    G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

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

    A. School attendance rates;

    B. Chronic absenteeism rates;

    C. Middle school dropout rates;

    D. High school dropout rates; and

    E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:
  A. Pupil suspension rates;
  B. Pupil expulsion rates; and
  C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:
  A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
  B. Programs and services developed and provided to unduplicated pupils; and
  C. Programs and services developed and provided to individuals with exceptional needs.

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

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

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:
  A. Working with the county child welfare agency to minimize changes in school placement
  B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
  C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
  D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:
  A. Local priority goals; and
  B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

    (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:

    (A) enrolled less than 31 days

    (B) enrolled at least 31 days but did not attend at least one day

    (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:

        (i) are enrolled in a Non-Public School

        (ii) receive instruction through a home or hospital instructional setting

        (iii) are attending a community college full-time.

    (2) The number of students who meet the enrollment requirements.

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

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

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

    (2) The total number of cohort members.

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

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

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

    (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.

    (B) The total number of students in the cohort.

    (C) Divide (1) by (2).

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

    (A) The number of students who either graduated as grade 11 students or who earned any of the following:

        (i) a regular high school diploma

        (ii) a High School Equivalency Certificate

        (iii) an adult education diploma

        (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.

    (B) The number of students in the DASS graduation cohort.

    (C) Divide (1) by (2).

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

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

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

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

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

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

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

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

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?

2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to EC Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?

3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?

4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?

5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?

6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?

2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?

3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?

4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?

5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?

6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

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

Guiding Questions: Goals, Actions, and Services

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

Prepared by the California Department of Education, January 2019

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	**2018-19 Annual Update Budgeted**	**2018-19 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
All Funding Sources	257,110.00	191,445.00	254,410.00	257,110.00	311,558.00	823,078.00
Carl D. Perkins Career and Technical Education	0.00	0.00	0.00	0.00	1,000.00	1,000.00
Concentration	257,110.00	191,445.00	254,410.00	257,110.00	268,950.00	780,470.00
MAA	0.00	0.00	0.00	0.00	668.00	668.00
Medical	0.00	0.00	0.00	0.00	276.00	276.00
Title I	0.00	0.00	0.00	0.00	34,644.00	34,644.00
Title III	0.00	0.00	0.00	0.00	6,020.00	6,020.00

* 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	257,110.00	191,445.00	254,410.00	257,110.00	311,558.00	823,078.00
1000-1999: Certificated Personnel Salaries	230,610.00	165,945.00	227,910.00	230,610.00	245,400.00	703,920.00
2000-2999: Classified Personnel Salaries	0.00	0.00	0.00	0.00	33,500.00	33,500.00
3000-3999: Employee Benefits	0.00	0.00	0.00	0.00	600.00	600.00
4000-4999: Books And Supplies	1,500.00	0.00	1,500.00	1,500.00	5,188.00	8,188.00
41000 Core Curricular Materials	25,000.00	25,500.00	25,000.00	25,000.00	25,000.00	75,000.00
5000-5999: Services And Other Operating Expenditures	0.00	0.00	0.00	0.00	1,870.00	1,870.00

* 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	257,110.00	191,445.00	254,410.00	257,110.00	311,558.00	823,078.00
1000-1999: Certificated Personnel Salaries	Concentration	230,610.00	165,945.00	227,910.00	230,610.00	242,450.00	700,970.00
1000-1999: Certificated Personnel Salaries	Title III	0.00	0.00	0.00	0.00	2,950.00	2,950.00
2000-2999: Classified Personnel Salaries	Title I	0.00	0.00	0.00	0.00	33,500.00	33,500.00
3000-3999: Employee Benefits	Title III	0.00	0.00	0.00	0.00	600.00	600.00
4000-4999: Books And Supplies	Carl D. Perkins Career and Technical Education	0.00	0.00	0.00	0.00	1,000.00	1,000.00
4000-4999: Books And Supplies	Concentration	1,500.00	0.00	1,500.00	1,500.00	1,500.00	4,500.00
4000-4999: Books And Supplies	MAA	0.00	0.00	0.00	0.00	668.00	668.00
4000-4999: Books And Supplies	Medical	0.00	0.00	0.00	0.00	276.00	276.00
4000-4999: Books And Supplies	Title I	0.00	0.00	0.00	0.00	1,144.00	1,144.00
4000-4999: Books And Supplies	Title III	0.00	0.00	0.00	0.00	600.00	600.00
41000 Core Curricular Materials	Concentration	25,000.00	25,500.00	25,000.00	25,000.00	25,000.00	75,000.00
5000-5999: Services And Other Operating Expenditures	Title III	0.00	0.00	0.00	0.00	1,870.00	1,870.00

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

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	84,350.00	52,810.00	83,470.00	84,350.00	86,240.00	254,060.00
Goal 2	22,840.00	14,660.00	23,250.00	22,840.00	30,020.00	76,110.00
Goal 3	149,920.00	123,975.00	147,690.00	149,920.00	195,298.00	492,908.00

Total Expenditures by Goal

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

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

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