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

Budget Overview for the 2019-20 LCAP Year

This chart shows the total general purpose revenue King–Chavez Academy of Excellence expects to receive in the coming year from all sources.

The total revenue projected for King–Chavez Academy of Excellence is $3,496,156, of which $2,297,472 is Local Control Funding Formula (LCFF), $369,981 is other state funds, $37,233 is local funds, and $278,828 is federal funds. Of the $2,297,472 in LCFF Funds, $512,643 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 Chart]

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

King--Chavez Academy of Excellence plans to spend $3,486,838 for the 2019-20 school year. Of that amount, $3,486,838 is tied to actions/services in the LCAP and $0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

All expenditures are included.

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

In 2019-20, King--Chavez Academy of Excellence is projecting it will receive $512,643 based on the enrollment of foster youth, English learner, and low-income students. King--Chavez Academy of Excellence 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, King--Chavez Academy of Excellence plans to spend $3,486,838 on actions to meet this requirement.
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: $3,475,088
- Estimated Actual Expenditures for High Needs Students in LCAP: $3,475,050

This chart compares what King--Chavez Academy of Excellence budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what King--Chavez Academy of Excellence 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, King--Chavez Academy of Excellence's LCAP budgeted $3,475,088 for planned actions to increase or improve services for high needs students. King--Chavez Academy of Excellence estimates that it will actually spend $3,475,050 for actions to increase or improve services for high needs students in 2018-19.

The difference between the budgeted and actual expenditures of $-38 had the following impact on King--Chavez Academy of Excellence's ability to increase or improve services for high needs students: Academy of Excellence made progress towards LCAP goals while contributing a small amount to their reserve account.
Local Control Accountability Plan and Annual Update (LCAP) Template

LEA Name | Contact Name and Title | Email and Phone
--- | --- | ---
King--Chavez Academy of Excellence | Jorge Collins Principal | jcollins@kingchavez.org (619) 232--2825

2017-20 Plan Summary

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

King-Chávez Academy (KCAE) is a public charter school serving the community of southeast San Diego. We opened our doors to the community in September 2000, serving grades K–6 with an initial enrollment of 75 students. In the 2002–03 school year, we expanded to serve grades K–8. KCAE educates a total of 315 students in grades K-8. Our student body is 97% Hispanic, 59% are designated as English Learners, and 97% qualify for free and reduced lunch.

King-Chavez Academy of Excellence is part of the King-Chavez Neighborhood of Schools (KCNS), a charter network serving the Historic Barrio District of San Diego. Our mission is to "seek excellence in academics, arts, and athletics from the foundation of love." This statement provides our curricular, instructional, and philosophical focus. The school uses its charter-provided autonomy to keep things simple: to supply love and discipline for the improvement of mind, body and spirit. KCAE provides a warm and caring environment in which students actively learn academic content as well as positive values.

We offer a high-caliber education with on-site academic and social supports, delivered by dedicated faculty members. Teachers work with a standards-based curriculum emphasizing literacy and analytical skills development. Staff participate in cross-disciplinary teams to increase the integration and depth of subject matter, as well as to promote communication between instructors, students, and parents. We strive to create an academically rigorous, supportive, and safe environment where the relationship between the teacher, student, and family can thrive.

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

This year's LCAP provides a comprehensive and collaboratively determined plan to promote student achievement. In 2019-2020, KCAE will focus on continued support for the math curriculum, implementing a revised NGSS-aligned science program, and retooling our Multi-Tiered System of Supports program to ensure that we are utilizing data more effectively to meet the needs of our students. The school will also look to make connections across the content areas with a focus on ELD.

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

ELA: 2018 CAASPP scores "Increased Significantly" on the 2018 CAASPP. Teachers have been supported in incorporating techniques such as Close Reading, GLAD, and WRITE curriculum into their instruction. Consistent feedback was provided in a formal setting to ensure high levels of implementation.

Mathematics: Math scores "Increased Significantly" on the 2018 CAASPP. Local assessment data shows accelerated growth in Math for the 2018-2019 school year. The school hit local targets for implementation of the new math curriculum, and will continue to support the implementation in 2019-2020. There was also a focus on the Standards for Mathematical Practice and promoting mathematical discourse in the classroom.

Science: The school adopted a new NGSS-aligned approach and instructional materials. Select science teachers received sustained content-area professional development.

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

Chronic Absenteeism: The 2018 Chronic Absence rate was 6.5%, an increase of 1.4% over the previous year. This resulted in an Orange rating on the Dashboard despite being below the state average of 9%. 2018-2019 local data shows an 12.9% chronic absence rate through April 1, 2019, which would result in a significant increase. KCAE is taking active steps in 2019-2020 to promote student attendance, including proactive monitoring of attendance rates, regular parent communication, and an aligned approach with the other schools in the King-Chavez charter network.
Suspension Rates: The 2018 Suspension rate 4.6%, an increase of 0.1% over the previous year. 2018-2019 local data shows a 4.3% suspension rate through April 1, 2019, representing a decrease in this school year. The Vice Principal monitors data and support support teachers and students with effective management strategies. Stakeholders highlighted the importance of continuing to support the social-emotional development of our students.

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
N/A

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.
N/A

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.
N/A

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.
N/A
## 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

**Excellence in Academics, Arts, and Athletics**

State and/or Local Priorities addressed by this goal:

<table>
<thead>
<tr>
<th>State Priorities</th>
<th>Local Priorities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Priority 1: Basic (Conditions of Learning)</td>
<td>SSDP Goals 1A, 1B, 2</td>
</tr>
<tr>
<td>Priority 2: State Standards (Conditions of Learning)</td>
<td></td>
</tr>
<tr>
<td>Priority 4: Pupil Achievement (Pupil Outcomes)</td>
<td></td>
</tr>
<tr>
<td>Priority 7: Course Access (Conditions of Learning)</td>
<td></td>
</tr>
<tr>
<td>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</td>
<td></td>
</tr>
</tbody>
</table>

#### Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of students who have access to the course of study described in the school's charter</td>
<td>100%</td>
<td>Met 100% of students have access to the course of study described in the school's charter</td>
</tr>
<tr>
<td><strong>18-19</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Baseline</strong></td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>2016-2017</td>
<td></td>
<td></td>
</tr>
<tr>
<td>100% of students have access to the course of study described in the school's charter</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Metric/Indicator</strong></td>
<td><strong>Expected</strong></td>
<td><strong>Actual</strong></td>
</tr>
<tr>
<td>% of students who have access to sufficient materials relative to the instructional program described in the school's charter</td>
<td><strong>18-19</strong></td>
<td>Met 100% of students who have access to sufficient materials relative to the instructional program described in the school's charter</td>
</tr>
<tr>
<td>Metric/Indicator</td>
<td>Expected</td>
<td>Actual</td>
</tr>
<tr>
<td>------------------</td>
<td>----------</td>
<td>--------</td>
</tr>
<tr>
<td><strong>Baseline</strong></td>
<td>100%</td>
<td>Met</td>
</tr>
<tr>
<td><strong>2016-2017</strong></td>
<td>100% of students who have access to sufficient materials relative to the instructional program described in the school's charter</td>
<td>2017-2018</td>
</tr>
<tr>
<td><strong>CAASPP ELA: Status Level and Change for all significant subgroups</strong></td>
<td>Expected</td>
<td>Actual</td>
</tr>
<tr>
<td><strong>18-19</strong></td>
<td>“Increased” Change for all significant subgroups</td>
<td>Met</td>
</tr>
<tr>
<td><strong>Baseline</strong></td>
<td>Average distance from ELA Standard: -56 All Students, -64 ELs, -56.9 SED, -56.3 Hispanic/Latino; -116.7 Students with Disabilities</td>
<td>2017-2018</td>
</tr>
<tr>
<td></td>
<td>Change: -5.1 All Students, -3.8 ELs, -6 SED, -11.1 Students with Disabilities, -5.4 Hispanic/Latino</td>
<td>Average distance from ELA Standard: -26.8 All Students, -32 ELs, -27.8 SED, -26.8 Hispanic/Latino, -70.8 Students with Disabilities</td>
</tr>
<tr>
<td></td>
<td></td>
<td>+29.2 All Students, +32 ELs, +29.1 SED, +45.9 Students with Disabilities, +29.6 Hispanic/Latino</td>
</tr>
<tr>
<td><strong>CAASPP Mathematics: Status Level and Change for all significant subgroups</strong></td>
<td>Expected</td>
<td>Actual</td>
</tr>
<tr>
<td><strong>18-19</strong></td>
<td>“Increased” Change for all significant subgroups</td>
<td>Met</td>
</tr>
<tr>
<td><strong>Baseline</strong></td>
<td>Average distance from Mathematics Standard: -74.6 All Students, -80.1 ELs, -74.5 SED, -147.9 Students with Disabilities, -75.3 Hispanic/Latino</td>
<td>2017-2018</td>
</tr>
<tr>
<td></td>
<td>Change: +16.2 All Students, +16.1 ELs, +16.3 SED, -10.1 Students with Disabilities, +15.7 Hispanic/Latino</td>
<td>Average distance from Mathematics Standard: -51 All Students, -53.6 ELs, -51.8 SED, -85.4 Students with Disabilities, -51.2 Hispanic/Latino</td>
</tr>
<tr>
<td></td>
<td></td>
<td>+23.6 All Students, +53.6 ELs, +22.7 SED, +62.5 Students with Disabilities, +24.1 Hispanic/Latino</td>
</tr>
<tr>
<td><strong>CAASPP California Science Test (CAST): % Proficient/Advanced</strong></td>
<td>Expected</td>
<td>Actual</td>
</tr>
<tr>
<td><strong>18-19</strong></td>
<td>Establish CAST baseline</td>
<td>Met</td>
</tr>
</tbody>
</table>
### Expected

- % of students meeting CST standard
  - Grade 5: 19%
  - Grade 7: 40%

### Metric/Indicator
English Learner Progress: Status Level and Change

<table>
<thead>
<tr>
<th>18-19</th>
<th>Establish ELPAC baseline</th>
</tr>
</thead>
</table>

**Baseline**
2016-2017
English Learner Progress
Status Level: "Medium" (74.5%)
Change: "Increased" (2.9%)

### Metric/Indicator
Physical Fitness Test (PFT): % meeting 4/6 Fitness standards

<table>
<thead>
<tr>
<th>18-19</th>
<th>80%+ of 5th graders and 78%+ of 7th graders will meet 4/6 Fitness Standards, and/or increase by 3% from the previous year</th>
</tr>
</thead>
</table>

**Baseline**
2016-2017
81% of 5th graders and 73% of 7th graders met 4/6 standards.

### Metric/Indicator
Locally administered normed assessments: Grade Equivalent (GE) growth in Reading and Math

<table>
<thead>
<tr>
<th>18-19</th>
<th>1.0+ GE growth in Reading and Math</th>
</tr>
</thead>
</table>

**Baseline**
2016-2017
1.0+ GE growth in both Reading and Math

### Actions / Services
Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.
### Action 1

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide academic, arts, and athletics programming outside of regular school hours.</td>
<td>Academic, arts, and athletics programming available to all students. This included after school, as well as intersessions.</td>
<td>0001-0999: Unrestricted: Locally Defined After School Education and Safety (ASES) 159,495</td>
<td>0001-0999: Unrestricted: Locally Defined After School Education and Safety (ASES) 150,805</td>
</tr>
</tbody>
</table>

### Action 2

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop and implement Master Schedule that provides all students with opportunities to engage in challenging and relevant learning opportunities aligned with the school’s expected learner outcomes.</td>
<td>Master Schedule developed and implemented.</td>
<td>0001-0999: Unrestricted: Locally Defined Base 85,589</td>
<td>0001-0999: Unrestricted: Locally Defined Base 85,589</td>
</tr>
</tbody>
</table>

### Action 3

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inventory, research, and purchase standards--aligned materials including technology hardware, software, and licensing to support CCSS implementation and SBAC readiness.</td>
<td>Inventoried instructional materials. Researched and purchased additional materials.</td>
<td>4000-4999: Books And Supplies Base 100,000</td>
<td>4000-4999: Books And Supplies Base 87,000</td>
</tr>
</tbody>
</table>

### Action 4

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action 5</td>
<td>Planned Actions/Services</td>
<td>Actual Actions/Services</td>
<td>Budgeted Expenditures</td>
</tr>
<tr>
<td>----------</td>
<td>--------------------------</td>
<td>-------------------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td></td>
<td>Collect and analyze needs assessment data, including state and local assessments, to inform ongoing CCSS implementation.</td>
<td>Academic needs assessment data collected through formative assessment data, surveys, and administrative walkthroughs.</td>
<td>0001-0999: Unrestricted: Locally Defined Base 208,054</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Action 6</th>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Implement leveled instruction in reading and mathematics across each grade level; use formative assessments to monitor progress.</td>
<td>Implemented and monitored leveled instruction program for all grades. Individual and classroom goals determined by formative assessment data.</td>
<td>1000-1999: Certificated Personnel Salaries Supplemental 1,598,179</td>
<td>1000-1999: Certificated Personnel Salaries Supplemental 1,546,203</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Action 7</th>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Build English language and academic proficiency in our EL students via data--driven interventions and extended learning opportunities, including support services for emerging EL students.</td>
<td>EL students supported in language and academic proficiency through data-driven interventions and extended learning opportunities.</td>
<td>1000-1999: Certificated Personnel Salaries Supplemental 832,216</td>
<td>1000-1999: Certificated Personnel Salaries Supplemental 927,722</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Action 8</th>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Monitor the progress of English Learners (EL) including Long-Term English Learners (LTELS) and R--FEPS.</td>
<td>EL Coordinator monitored and documented EL and R-FEP progress.</td>
<td>1000-1999: Certificated Personnel Salaries Title III 19,218</td>
<td>1000-1999: Certificated Personnel Salaries Title III 19,789</td>
</tr>
</tbody>
</table>
Action 9

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purchase supplemental learning materials and software to support English Learner programming.</td>
<td>Invested in books and supplies to support intervention and differentiation.</td>
<td>4000-4999: Books And Supplies Supplemental 7,000</td>
<td>4000-4999: Books And Supplies Supplemental 7,000</td>
</tr>
</tbody>
</table>

Action 10

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide instructional scaffolds to support Mainstream EL and R-FEP students.</td>
<td>Teachers used SDAIE strategies and classroom scaffolds to support EL and R-FEP students.</td>
<td>1000-1999: Certificated Personnel Salaries Supplemental 832,315</td>
<td>1000-1999: Certificated Personnel Salaries Supplemental 927,772</td>
</tr>
</tbody>
</table>

Action 11

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide Special Education services including instructional and additional student support (e.g. speech). Develop, implement, and monitor Individualized Educational Plans (IEPs).</td>
<td>Special Education services and IEPs were provided according to applicable law and student need.</td>
<td>0001-0999: Unrestricted: Locally Defined State and Federal Special Education funds 320,117</td>
<td>0001-0999: Unrestricted: Locally Defined State and Federal Special Education funds 340,962</td>
</tr>
</tbody>
</table>

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.

KCAE implemented all of the actions/services to achieve the articulated goal. Feedback from stakeholders indicates that the majority of actions/services were implemented thoroughly and with sufficient support.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The available data shows that the actions/services are effective. Most AMOs were met or exceeded. CAASPP data increased significantly in both ELA and Mathematics. STAR data is on track for accelerated growth in both Reading and Mathematics. Walkthrough and observation data show that the majority of teachers are reaching proficiency with instructional techniques that lead to positive academic outcomes. KCAE expanded system-wide awareness of common core standards via the implementation of standards-based report cards and grading. Students had increased opportunities to participate in quality athletic and arts activities via expanded after-school program and sports clubs. However, 7th grade performance on the Physical Fitness Test (PFT) declined in 2018. We will review 2019 data when available to confirm projections.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 3: By purchasing across the organization, we were able to negotiate a better per unit price than budgeted. Action 4,5,7,10: Personnel costs were higher than budgeted. Action 6: Actual staffing expenditures were less than budgeted. Action 11: We hired additional Special Education staff after the estimated budget therefore, expenses are higher.

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.

There were no significant changes for 2019-2020.
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 staff members are caring, collaborative, and qualified

State and/or Local Priorities addressed by this goal:

<table>
<thead>
<tr>
<th>State Priorities</th>
<th>Priority 1: Basic (Conditions of Learning)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Priority 2: State Standards (Conditions of Learning)</td>
<td></td>
</tr>
<tr>
<td>Priority 6: School Climate (Engagement)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Local Priorities</th>
<th>SSDP Goal 3</th>
</tr>
</thead>
</table>

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>% of core teachers credentialed</td>
<td>18-19</td>
<td>100%</td>
</tr>
<tr>
<td>Baseline</td>
<td>2016-2017</td>
<td>100% of core teachers credentialed</td>
</tr>
<tr>
<td>Not met</td>
<td>93% of teachers fully credentialed</td>
<td></td>
</tr>
<tr>
<td>Metric/Indicator</td>
<td></td>
<td></td>
</tr>
<tr>
<td>% of staff offered appropriate support via continuous improvement-focused performance evaluation</td>
<td>18-19</td>
<td>100%</td>
</tr>
<tr>
<td>Baseline</td>
<td>2016-2017</td>
<td>100% of staff offered appropriate support</td>
</tr>
<tr>
<td>Met</td>
<td>100% of staff offered appropriate support via continuous improvement-focused performance evaluation</td>
<td></td>
</tr>
</tbody>
</table>
### Metric/Indicator
% of staff who agree most/nearly all adults have close professional relationships

**Baseline**
2016-2017
California School Staff Survey (CSSS): 92% of staff agree most/nearly all adults “Have close professional relationships”

**Expected**
18-19
90%+

**Actual**
Met
92% of staff agree most/nearly all adults have close professional relationships

### Metric/Indicator
Caring:
- a. % of students reporting high levels of caring relationships from a teacher or other adult at their school
- b. % of parents who agree school has adults that care about students

**Baseline**
2016-2017
California Healthy Kids Survey (CAHKS)
- a. 72% (5th grade) and 67% (7th grade) of students report high levels of caring relationships from a teacher or other adult at their school
- California School Parent Survey (CSPS)
- b. 96%+ of parents agree school has adults that care about students

**18-19**
- a. 5th grade: 75%+, 7th grade: 50%+
- b. 95%+

Mixed Results
- a. 5th grade: 68%, 7th grade: 32% report high levels of caring relationships from a teacher or other adult at their school
- b. 96% agree school has adults that care about students

### 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

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perform credential analysis upon intake and semi-annual audit.</td>
<td>Credential analysis completed upon intake and midyear.</td>
<td>No fiscal</td>
<td></td>
</tr>
<tr>
<td>Action 2</td>
<td>Planned Actions/Services</td>
<td>Actual Actions/Services</td>
<td>Budgeted Expenditures</td>
</tr>
<tr>
<td>----------</td>
<td>--------------------------</td>
<td>-------------------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td></td>
<td>Implement Professional Development plan based on local need. Provide CCSS trainings to all instructional staff.</td>
<td>PD plan implemented, with regular trainings on minimum days as well as other opportunities for teachers based on the CCSS and their areas of need/interest.</td>
<td>0001-0999: Unrestricted: Locally Defined Title II 17,176</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Action 3</th>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Schedule planning days and regular time for instructional teams to develop CCSS curriculum maps, lessons, and assessments.</td>
<td>Planning days and regular PLC meeting times scheduled and implemented.</td>
<td>1000-1999: Certificated Personnel Salaries Supplemental and Concentration 126,794</td>
<td>1000-1999: Certificated Personnel Salaries Supplemental and Concentration 271,074</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Action 4</th>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Provide high quality professional development focused on ELD instruction, planning, and embedding the standards across the subject areas.</td>
<td>All teachers received training and/or professional development.</td>
<td>1000-1999: Certificated Personnel Salaries Supplemental and Concentration 76,807</td>
<td>1000-1999: Certificated Personnel Salaries Supplemental and Concentration 75,000</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Action 5</th>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Conduct formative walkthroughs and summative observations in collaboration with CNO stakeholders.</td>
<td>Multiple CNO walkthroughs and observations conducted as part of the LCAP update process.</td>
<td>0001-0999: Unrestricted: Locally Defined Base 53,511</td>
<td>0001-0999: Unrestricted: Locally Defined Base 55,000</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Action 6</th>
<th>Planned</th>
<th>Actual</th>
<th>Budgeted</th>
<th>Estimated Actual</th>
</tr>
</thead>
</table>

Page 16 of 94
<table>
<thead>
<tr>
<th>Actions/Services</th>
<th>Actions/Services</th>
<th>Expenditures</th>
<th>Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide relevant professional learning for all support staff to build capacity and perform their duties in support of student learning.</td>
<td>All support staff provided with relevant professional development opportunities.</td>
<td>5000-5999: Services And Other Operating Expenditures Base 10,000</td>
<td>5000-5999: Services And Other Operating Expenditures Base 10,000</td>
</tr>
</tbody>
</table>

**Action 7**

**Planned Actions/Services**
Expand systemwide awareness of standards, including National Core Arts Standards (NCAS), Next Generation Science Standards (NGSS), and English Language Development (ELD).

**Actual Actions/Services**
Administrators and lead teachers reviewed the standards and/or researched available information, with a focus on NGSS; staff members attended trainings based on the content area standards.

**Budgeted Expenditures**
0001-0999: Unrestricted: Locally Defined Base 40,000

**Estimated Actual Expenditures**
0001-0999: Unrestricted: Locally Defined Base 40,000

**Action 8**

**Planned Actions/Services**
Train all new staff on mindfulness practices each year.

**Actual Actions/Services**
All new staff trained in mindfulness theory and practice.

**Budgeted Expenditures**
0001-0999: Unrestricted: Locally Defined Supplemental 28,188

**Estimated Actual Expenditures**
0001-0999: Unrestricted: Locally Defined Supplemental 25,000

**Analysis**

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

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

KCAE implemented all of the actions/services to achieve the articulated goal. Feedback from stakeholders indicates that the majority of actions/services were implemented thoroughly and with sufficient support.

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

The available data shows that the actions/services were effective overall. There were some mixed outcomes, notably a decrease in the rate of 7th graders reporting high levels of caring relationships with adults at the school. However, the rate of parents who agree school has adults that care about students remained high (96%). Local feedback from stakeholder groups indicate a collaborative
staff environment as evidenced by functional Professional Learning Communities (PLCs), consistent opportunities for professional growth, and successful on-boarding of new staff.

| Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. |
| Action 3: Under estimated the cost of staff planning time and regular time for assessments. |

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.

| We developed an action/service this year to provide for a teacher induction program. The change can be found in Action 9, Goal 2 in this LCAP. |
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
Authentically engage school stakeholders and the community

State and/or Local Priorities addressed by this goal:

<table>
<thead>
<tr>
<th>State Priorities:</th>
<th>Priority 1: Basic (Conditions of Learning)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Priority 3: Parental Involvement (Engagement)</td>
</tr>
<tr>
<td></td>
<td>Priority 5: Pupil Engagement (Engagement)</td>
</tr>
<tr>
<td></td>
<td>Priority 6: School Climate (Engagement)</td>
</tr>
</tbody>
</table>

| Local Priorities: | SSDP Goal 4 |

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Properly composed SSCs that meet regularly per local policy</td>
<td></td>
<td>Met</td>
</tr>
<tr>
<td>SSC is properly composed and meets regularly per local policy</td>
<td>Met</td>
<td></td>
</tr>
<tr>
<td>SSC is properly composed and meets regularly per local policy</td>
<td>Mixed Result</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Parental Involvement:</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of parents who agree the school...</td>
<td></td>
</tr>
<tr>
<td>a. makes efforts to seek parent input in decision making</td>
<td></td>
</tr>
<tr>
<td>b. encourages active participation</td>
<td></td>
</tr>
</tbody>
</table>

<p>| 18-19 | a. 95%+ |
|       | b. 95%+ |</p>
<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Baseline</strong></td>
<td>2016-2017 California School Parent Survey (CSPS)</td>
<td>As of April 1, 2019</td>
</tr>
<tr>
<td></td>
<td>a. 98%</td>
<td>a. 95.44%</td>
</tr>
<tr>
<td></td>
<td>b. 98%</td>
<td>b. 12.87% Chronic Absence rate</td>
</tr>
<tr>
<td><strong>Metric/Indicator</strong></td>
<td>Attendance:</td>
<td><strong>Baseline</strong></td>
</tr>
<tr>
<td></td>
<td>a. ADA</td>
<td>2016-2017</td>
</tr>
<tr>
<td></td>
<td>b. Chronic absence rate</td>
<td>a. 95.7% ADA</td>
</tr>
<tr>
<td>18-19</td>
<td>a. 95%+ ADA</td>
<td>b. 4.6% Chronic Absence rate</td>
</tr>
<tr>
<td></td>
<td>b. Chronic Absence rate &lt; 6%</td>
<td></td>
</tr>
<tr>
<td><strong>Metric/Indicator</strong></td>
<td>Suspension Rate Status Level and Change; Expulsion rates</td>
<td>As of April 1, 2019</td>
</tr>
<tr>
<td></td>
<td>18-19 &quot;Very Low&quot; suspension rate; 0.3% or lower expulsion rate</td>
<td>4.25% suspension rate</td>
</tr>
<tr>
<td></td>
<td>2016-2017 &quot;High&quot; Suspension Rate (4.5%), &quot;Declined Significantly&quot; (-2.8%) 0% expulsion rate</td>
<td>0.3% expulsion rate</td>
</tr>
<tr>
<td><strong>Metric/Indicator</strong></td>
<td>% of students reporting moderate/high levels of opportunities for meaningful participation</td>
<td>Not met</td>
</tr>
<tr>
<td></td>
<td>18-19 5th grade: 75%+ 7th grade: 60%+</td>
<td>5th grade: 62%</td>
</tr>
<tr>
<td></td>
<td>Baseline</td>
<td>7th grade: 56% report moderate/high levels of opportunities for meaningful participation</td>
</tr>
<tr>
<td>Metric/Indicator</td>
<td>Expected</td>
<td>Actual</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>2016-2017 California Healthy Kids Survey:</strong></td>
<td>89% of 5th grade and 77% of 7th grade students reported high levels of</td>
<td>Mixed Results</td>
</tr>
<tr>
<td>opportunities for meaningful participation</td>
<td></td>
<td>5th grade: 42%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>7th grade: 48%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>report high levels of school connectedness</td>
</tr>
<tr>
<td><strong>Metric/Indicator</strong></td>
<td><strong>% of students reporting high levels of school connectedness</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>18-19</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5th grade: 50%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>7th grade: 30%</td>
<td></td>
</tr>
<tr>
<td><strong>Baseline</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2016-2017 California Healthy Kids Survey:</td>
<td>72% of 5th grade and 67% of 7th grade students report high levels of</td>
<td>Mixed Results</td>
</tr>
<tr>
<td>school connectedness</td>
<td></td>
<td>a. 94% of staff</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. 68% of 5th graders and 60% of 7th graders</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. 96% of parents</td>
</tr>
<tr>
<td></td>
<td></td>
<td>feel the school is a safe place</td>
</tr>
<tr>
<td><strong>Metric/Indicator</strong></td>
<td><strong>Safety:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. % of staff</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. % of students</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. % of parents</td>
<td></td>
</tr>
<tr>
<td></td>
<td>who feel school is a safe place</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>18-19</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. 95%+</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. 85%+</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. 95%+</td>
<td></td>
</tr>
<tr>
<td><strong>Baseline</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2016-2017</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. CSSS: 100%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. CAHKS: 82% of 5th graders and 84% of 7th graders</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. CSPS: 99% of parents</td>
<td></td>
<td></td>
</tr>
<tr>
<td>who feel school is a safe place</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Metric/Indicator</strong></td>
<td><strong>Middle School dropout rate</strong></td>
<td><strong>Met</strong></td>
</tr>
<tr>
<td></td>
<td><strong>18-19</strong></td>
<td>0% dropout rate</td>
</tr>
<tr>
<td></td>
<td>&lt;0.5%</td>
<td></td>
</tr>
</tbody>
</table>
**Expected**

<table>
<thead>
<tr>
<th>Baseline</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-2017</td>
<td>0% Middle School dropout rate</td>
</tr>
</tbody>
</table>

**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

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide tools, resources, and training needed to establish and implement effective committees, including the School Site Council (SSC) and English Learner Advisory Committee (ELAC).</td>
<td>SSC and ELAC committees were fully functional and implemented effectively.</td>
<td>0001-0999: Unrestricted: Locally Defined Base 94,300</td>
<td>0001-0999: Unrestricted: Locally Defined Base 43,000</td>
</tr>
</tbody>
</table>

### Action 2

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide counseling services to support academic, emotional, and personal needs of students.</td>
<td>Counseling services were provided based on student need, and character education initiatives were implemented school-wide.</td>
<td>1000-1999: Certificated Personnel Salaries State and Federal Special Education funds 154,940</td>
<td>0001-0999: Unrestricted: Locally Defined Supplemental and Concentration 85,000</td>
</tr>
</tbody>
</table>

### Action 3

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide translation and interpreter services.</td>
<td>Interpreter services available at school events and functions. Most written communications were translated.</td>
<td>2000-2999: Classified Personnel Salaries Supplemental 10,300</td>
<td>2000-2999: Classified Personnel Salaries Supplemental 10,000</td>
</tr>
</tbody>
</table>

### Action 4
<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implement restorative justice practices to promote effective and positive behavior support. Provide Restorative Justice training to classroom teachers and support staff as an alternative to punitive punishment.</td>
<td>Restorative justice practices implemented school-wide.</td>
<td>0001-0999: Unrestricted: Locally Defined Supplemental 27,625</td>
<td>0001-0999: Unrestricted: Locally Defined Supplemental 85,000</td>
</tr>
<tr>
<td><strong>Action 5</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Planned Actions/Services</td>
<td>Actual Actions/Services</td>
<td>Budgeted Expenditures</td>
<td>Estimated Actual Expenditures</td>
</tr>
<tr>
<td><strong>Action 6</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Planned Actions/Services</td>
<td>Actual Actions/Services</td>
<td>Budgeted Expenditures</td>
<td>Estimated Actual Expenditures</td>
</tr>
<tr>
<td>Provide for home-school-community connection initiatives that may include home visits and partnerships with community organizations to provide students with additional VAPA, athletics, and health/safety education.</td>
<td>The school provided for home-school-community initiatives. The school partnered with community organizations to provide enhanced programming opportunities for students.</td>
<td>0001-0999: Unrestricted: Locally Defined After School Education and Safety (ASES) 159,495</td>
<td>0001-0999: Unrestricted: Locally Defined After School Education and Safety (ASES) 150,000</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Action 7</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Planned Actions/Services</td>
<td>Actual Actions/Services</td>
<td>Budgeted Expenditures</td>
<td>Estimated Actual Expenditures</td>
</tr>
<tr>
<td>Update and maintain digital communications including webpages, electronic newsletters, Communication with parents was ongoing via meetings, notices, and all-calls; Online footprint</td>
<td></td>
<td>5900: Communications Base 9,000</td>
<td>5900: Communications Base 9,000</td>
</tr>
</tbody>
</table>
social media, and SchoolMessenger. (webpage, social media, etc.) updated regularly.

### Action 8

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
</table>

### Action 9

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recruit, hire, and train effective clerical and support staff who promote a welcoming school climate, student attendance, and who support students, parents, and staff.</td>
<td>Clerical and support staff positions were fully staffed and trained.</td>
<td>2000-2999: Classified Personnel Salaries Base 82,744</td>
<td>2000-2999: Classified Personnel Salaries Base 82,000</td>
</tr>
</tbody>
</table>

### Action 10

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conduct annual facilities inspection. Provide for school facilities that are well--maintained and in good repair.</td>
<td>Inspection conducted, and facilities kept in good repair.</td>
<td>2000-2999: Classified Personnel Salaries Base 13,500</td>
<td>2000-2999: Classified Personnel Salaries Base 13,500</td>
</tr>
</tbody>
</table>

### Action 11

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
</table>
Provide for general supplies and operating expenses.

General supplies and operating expenses budgeted and provided for.

5000-5999: Services And Other Operating Expenditures Base 1,142,886

4000-4999: Books And Supplies Locally Defined 125,636

5000-5999: Services And Other Operating Expenditures Locally Defined 706,492

### Action 12

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monitor ADA, chronic attendance, truancy, and dropout rates; implement interventions including recognition of high attendance, attendance meetings with at-risk families, and attendance contracts as needed.</td>
<td>Attendance initiatives and proactive outreach measures implemented.</td>
<td>2000-2999: Classified Personnel Salaries Base 44,152</td>
<td>2000-2999: Classified Personnel Salaries Base 44,000</td>
</tr>
</tbody>
</table>

### 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.

KCAE implemented all of the actions/services to achieve the articulated goal. Feedback from stakeholders indicates the majority of actions/services were implemented thoroughly and with sufficient support.

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

The available data shows that the implementation of the actions/services may not have been effective, as multiple AMOs were not met. On the positive side, a higher number of 7th graders than expected reported high levels of school connectedness and ADA remained high. Areas to monitor include Chronic Absence, which currently projects to double our goal for 2018-2019, and student perception of safety on the campus. We will monitor these metrics through the last year of this LCAP and review actions/services if this year’s trends continue.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 1: Estimated expenses were higher than actuals. Action 2 and 4: Estimated expenditures reflect the Restorative Justice Aide and Social Emotional Coordinator. Action 11: Estimated actual expenditures do not reflect personnel expenses.

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

No significant changes were made to this goal, expected outcomes, metrics, or actions and services this year.
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?

Stakeholder group: Teachers
Consulted via: Staff meetings, subject area meetings, individual check-ins, climate surveys, SSC representation
Dates: Weekly staff meetings, biweekly subject area meetings, individual check-ins held intermittently throughout the year, twice-yearly climate surveys, bimonthly SSC meetings

Stakeholder group: Other School Personnel
Consulted via: Staff meetings, individual check-ins, climate survey, SSC representation
Dates: Weekly staff meetings, individual check-ins held intermittently throughout the year, twice-yearly climate surveys, bimonthly SSC meetings

Stakeholder group: Administrators
Consulted via: Climate Survey, SSC representation, Director and Principal meetings
Dates: Biweekly meetings, yearly climate surveys

Stakeholder group: Parents
Consulted via: PTO meetings, workshops and events, Coffee with the Principal, Climate survey
Dates: Bimonthly PTO meetings, ~12 workshops and events, biannual conferences monthly “Coffee with the Principal,” yearly climate surveys.

Stakeholder group: Students
Consulted via: California Healthy Kids Survey (CAHKS), internal survey, student-led conferences
Dates: Yearly CAHKS, yearly internal survey, biannual student-led conferences

Stakeholder group: ELAC
Consulted via: ELAC meetings
Dates: October 29, 2018, February 4, 2019, April 8, 2019, June 3, 2019
Stakeholder group: SSC  
Consulted via: SSC meetings  
Dates: October 29, 2018, February 4, 2019, February 20, 2019, April 8, 2019, June 3, 2019

Stakeholder group: King-Chavez Board  
Consulted via: Board meetings  
Dates: September 12, 2018, December 12, 2019, March 13, 2019, June 12, 2019

Impact on LCAP and Annual Update

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

Stakeholder group: Teachers  
Impact on LCAP: Reviewed student achievement data, offered feedback on academic programming; staff asked for more PD focused on EL’s

Stakeholder group: Other School Personnel  
Impact on LCAP: Highlighted importance of chronic absenteeism.

Stakeholder group: Administrators  
Impact on LCAP: Reviewed and presented data to other stakeholders, coordinated support and upcoming professional development.

Stakeholder group: Parents  
Impact on LCAP: Shared achievement data, gathered feedback around school connectedness and home-school initiatives

Stakeholder group: Students  
Impact on LCAP: Provided data about school connectedness & safety

Stakeholder group: ELAC  
Stakeholder group: SSC
Impact on LCAP: Developed, reviewed, and evaluated school programs and budgets. Approved LCAP.

Stakeholder group: King-Chavez Board
Impact on LCAP: Monitored progress towards goals, approved LCAP
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)

<table>
<thead>
<tr>
<th>Goal 1</th>
<th>Excellence in Academics, Arts, and Athletics</th>
</tr>
</thead>
</table>

**State and/or Local Priorities addressed by this goal:**

<table>
<thead>
<tr>
<th>State Priorities</th>
<th>Priority 1: Basic (Conditions of Learning)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Priority 2: State Standards (Conditions of Learning)</td>
</tr>
<tr>
<td></td>
<td>Priority 4: Pupil Achievement (Pupil Outcomes)</td>
</tr>
<tr>
<td></td>
<td>Priority 7: Course Access (Conditions of Learning)</td>
</tr>
<tr>
<td></td>
<td>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</td>
</tr>
</tbody>
</table>

| Local Priorities | SSDP Goals 1A, 1B, 2 |

**Identified Need:**
All students have the relationships, skills and certifications to exercise agency in a changing world.

**Expected Annual Measurable Outcomes**

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of students who have access to the course of study described in the school's charter</td>
<td>2016-2017</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>% of students who have access to sufficient materials relative to the</td>
<td>2016-2017</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Metrics/Indicators</td>
<td>Baseline</td>
<td>2017-18</td>
<td>2018-19</td>
<td>2019-20</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>instructional program described in the school's charter</strong></td>
<td>materials relative to the instructional program described in the school's charter</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>CAASPP ELA: Status Level and Change for all significant subgroups</strong></td>
<td>2016-2017</td>
<td>&quot;Increased&quot; Change for all significant subgroups</td>
<td>&quot;Increased&quot; Change (3+ points) for all significant subgroups</td>
<td>&quot;Medium&quot; Status Level and/or &quot;Increased&quot; Change for all significant subgroups</td>
</tr>
<tr>
<td>Average distance from ELA Standard: -56 All Students, -64 ELs, -56.9 SED, -56.3 Hispanic/Latino; -116.7 Students with Disabilities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change: &quot;Declined&quot;</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 5.1 All Students, -3.8 ELs, -6 SED, -11.1 Students with Disabilities, -5.4 Hispanic/Latino</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>CAASPP Mathematics: Status Level and Change for all significant subgroups</strong></td>
<td>2016-2017</td>
<td>&quot;Increased&quot; Change for all significant subgroups</td>
<td>&quot;Increased&quot; Change (3+ points) for all significant subgroups</td>
<td>&quot;Medium&quot; Status Level and/or &quot;Increased&quot; Change for all significant subgroups</td>
</tr>
<tr>
<td>Average distance from Mathematics Standard: -74.6 All Students, -80.1 ELs, -74.5 SED, -147.9 Students with Disabilities, -75.3 Hispanic/Latino</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Metrics/Indicators</td>
<td>Baseline</td>
<td>2017-18</td>
<td>2018-19</td>
<td>2019-20</td>
</tr>
<tr>
<td>-------------------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Change: &quot;Increased Significantly&quot;</td>
<td>+16.2 All Students, +16.1 ELs, +16.3 SED, -10.1 Students with Disabilities, +15.7 Hispanic/Latino</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CAST Science: % meeting Standard</td>
<td>2015-2016 % of students scoring Proficient/Advanced on the Science CST</td>
<td>N/A</td>
<td>Establish CAST Baseline</td>
<td>Increase % meeting Standard by 5% over the previous year</td>
</tr>
<tr>
<td>Grade 5: 19%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 7: 40%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Learner Progress: Status Level and Change</td>
<td>2016-2017 English Learner Progress Status Level: &quot;Medium&quot; (74.5%)</td>
<td>Establish ELPAC Baseline</td>
<td>&quot;High&quot; Status Level and/or &quot;Increased&quot; Change</td>
<td>&quot;High&quot; Status Level and/or &quot;Increased&quot; Change</td>
</tr>
<tr>
<td>Change: &quot;Increased&quot; (2.9%)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Fitness Test (PFT): % meeting 4/6 Fitness standards</td>
<td>2016-2017 81% of 5th graders and 73% of 7th graders met 4/6 standards.</td>
<td>Outcome 2017-2018 84% of 5th graders and 54% of 7th graders met 4/6 standards.</td>
<td>85%+ of 5th graders and 60%+ of 7th graders will meet 4/6 Fitness Standards, and/or increase by 3% from the previous year</td>
<td>85%+ of 5th graders and 65%+ of 7th graders will meet 4/6 Fitness Standards, and/or increase by 3% from the previous year</td>
</tr>
<tr>
<td>Locally administered normed assessments: Grade Equivalent (GE) growth in Reading and Math</td>
<td>2016-2017 1.0+ GE growth in both Reading and Math</td>
<td>1.0+ GE growth in Reading and Math</td>
<td>1.0+ GE growth in Reading and Math</td>
<td>1.0+ GE growth in Reading and Math</td>
</tr>
</tbody>
</table>
## 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

<table>
<thead>
<tr>
<th>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students to be Served:</strong></td>
<td><strong>Location(s):</strong></td>
</tr>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td><strong>All</strong></td>
<td><strong>All Schools</strong></td>
</tr>
</tbody>
</table>

**OR**

<table>
<thead>
<tr>
<th>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students to be Served:</strong></td>
<td><strong>Scope of Services:</strong></td>
</tr>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
</tr>
<tr>
<td>[Add Students to be Served selection here]</td>
<td>[Add Scope of Services selection here]</td>
</tr>
</tbody>
</table>

### Actions/Services

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Provide academic, arts, and athletics programming outside of regular school hours.</strong></td>
<td><strong>Provide academic, arts, and athletics programming outside of regular school hours.</strong></td>
<td><strong>Provide academic, arts, and athletics programming outside of regular school hours.</strong></td>
</tr>
</tbody>
</table>

### Budgeted Expenditures
<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>109,495</td>
<td>150,000</td>
<td>159,495</td>
</tr>
<tr>
<td>Source</td>
<td>After School Education and Safety (ASES)</td>
<td>After School Education and Safety (ASES)</td>
<td>After School Education and Safety (ASES)</td>
</tr>
</tbody>
</table>

| Amount | 27,374 | 25,000 | 25,000 |
| Source | Supplemental | Supplemental | Supplemental |

### Action 2

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

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

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

**OR**

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

- **Students to be Served:**
  - (Select from English Learners, Foster Youth, and/or Low Income)
  - [Add Students to be Served selection here]

- **Scope of Services:**
  - (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))
  - [Add Scope of Services selection here]

- **Location(s):**
  - (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
  - [Add Location(s) selection here]

### Actions/Services

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

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

- **Select from New, Modified, or Unchanged for 2019-20**
  - Unchanged Action
Develop and implement Master Schedule that provides all students with opportunities to engage in challenging, relevant, and cross-disciplinary learning opportunities aligned with the school’s expected learner outcomes.

Develop and implement Master Schedule that provides all students with opportunities to engage in challenging, relevant, and cross-disciplinary learning opportunities aligned with the school’s expected learner outcomes.

Develop and implement Master Schedule that provides all students with opportunities to engage in challenging, relevant, and cross-disciplinary learning opportunities aligned with the school’s expected learner outcomes.

Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>83096</td>
<td>85,589</td>
<td>88,157</td>
</tr>
<tr>
<td>Source</td>
<td>Base</td>
<td>Base</td>
<td>Base</td>
</tr>
</tbody>
</table>

Action 3
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

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

| All                                      |

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

| All Schools                                |

OR

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

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

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services
Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Unchanged Action

2017-18 Actions/Services

Unchanged Action

Unchanged Action

2018-19 Actions/Services

Unchanged Action

Unchanged Action

2019-20 Actions/Services
Inventory, research, and purchase standards--aligned materials including technology hardware, software, and licensing to support CCSS implementation and CAASPP readiness.

Inventory, research, and purchase standards--aligned materials including technology hardware, software, and licensing to support CCSS implementation and CAASPP readiness.

Inventory, research, and purchase standards--aligned materials including technology hardware, software, and licensing to support CCSS implementation and CAASPP readiness.

Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>21,115</td>
<td>87,000</td>
<td>75,000</td>
</tr>
<tr>
<td>Source</td>
<td>Base</td>
<td>Base</td>
<td>Base</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>4000-4999: Books And Supplies</td>
<td>4000-4999: Books And Supplies</td>
<td>4000-4999: Books And Supplies</td>
</tr>
</tbody>
</table>

Action 4

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

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

<table>
<thead>
<tr>
<th>All</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>All Schools</th>
</tr>
</thead>
</table>

OR

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

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

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

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

<table>
<thead>
<tr>
<th>Unchanged Action</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>Unchanged Action</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>Unchanged Action</th>
</tr>
</thead>
</table>

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services
Develop and refine standards–aligned curriculum maps and assessments.

Develop and refine standards–aligned curriculum maps and assessments.

Develop and refine standards–aligned curriculum maps and assessments.

## Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>252,187</td>
<td>309,240</td>
<td>313,468</td>
</tr>
<tr>
<td>Source</td>
<td>Base</td>
<td>Base</td>
<td>Base</td>
</tr>
</tbody>
</table>

## Action 5

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

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

| All |

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

| All Schools |

OR

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

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

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

## Actions/Services

**2017-18 Actions/Services**

Collect and analyze needs assessment data, including state and local

**2018-19 Actions/Services**

Collect and analyze needs assessment data, including state and local

**2019-20 Actions/Services**

Collect and analyze needs assessment data, including state and local
assessments, to inform ongoing CCSS implementation.

Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>189,140</td>
<td>305,000</td>
<td>315,000</td>
</tr>
<tr>
<td>Source</td>
<td>Base</td>
<td>Base</td>
<td>Base</td>
</tr>
</tbody>
</table>

Action 6

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

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

<table>
<thead>
<tr>
<th>Selection</th>
<th>All</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>Selection</th>
<th>All Schools</th>
</tr>
</thead>
</table>

OR

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

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

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

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

<table>
<thead>
<tr>
<th>Selection</th>
<th>Unchanged Action</th>
</tr>
</thead>
</table>

2017-18 Actions/Services

Implement leveled instruction in reading and mathematics across each grade level;

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

<table>
<thead>
<tr>
<th>Selection</th>
<th>Unchanged Action</th>
</tr>
</thead>
</table>

2018-19 Actions/Services

Implement leveled instruction in reading and mathematics across each grade level;

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

<table>
<thead>
<tr>
<th>Selection</th>
<th>Unchanged Action</th>
</tr>
</thead>
</table>

2019-20 Actions/Services

Implement leveled instruction in reading and mathematics across each grade level;
use formative assessments to monitor progress.

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>1,260,933</td>
<td>1,546,203</td>
<td>1,600,000</td>
</tr>
<tr>
<td>Source</td>
<td>Supplemental</td>
<td>Supplemental</td>
<td>Supplemental</td>
</tr>
</tbody>
</table>

**Action 7**

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

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

[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))

LEA-wide

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

All Schools

**Actions/Services**

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

Unchanged Action

2017-18 Actions/Services

Build English language and academic proficiency in our EL students via data-driven interventions and extended learning

2018-19 Actions/Services

Build English language and academic proficiency in our EL students via data-driven interventions and extended learning

2019-20 Actions/Services

Build English language and academic proficiency in our EL students via data-driven interventions and extended learning
opportunities, including support services for emerging EL students.

opportunities, including support services for emerging EL students.

opportunities, including support services for emerging EL students.

Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>Amount</th>
<th>927,721</th>
<th>2019-20</th>
<th>Amount</th>
<th>930,000</th>
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<tbody>
<tr>
<td>Source</td>
<td>Supplemental</td>
<td>Supplemental</td>
<td>Supplemental</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Action 8

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

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

[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))

LEA-wide

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

All Schools

Actions/Services

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

Unchanged Action

2017-18 Actions/Services

Monitor the progress of English Learners (EL) including Long-Term English

2018-19 Actions/Services

Monitor the progress of English Learners (EL) including Long-Term English

2019-20 Actions/Services

Monitor the progress of English Learners (EL) including Long-Term English
### Learners (LTELs) and Reclassified Fluent-English Proficient (R--FEP) students.

#### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>19,394</td>
<td>19,218</td>
<td>19,218</td>
</tr>
<tr>
<td>Source</td>
<td>Title III</td>
<td>Title III</td>
<td>Title III</td>
</tr>
</tbody>
</table>

**Action 9**

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

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

[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))

LEA-wide

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

All Schools

**Actions/Services**

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

Unchanged Action

2017-18 Actions/Services

Purchase supplemental learning materials and software to support English Learner intervention programming.

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

Unchanged Action

2018-19 Actions/Services

Purchase supplemental learning materials and software to support English Learner intervention programming.

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

Unchanged Action

2019-20 Actions/Services

Purchase supplemental learning materials and software to support English Learner intervention programming.
## Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>3,300</td>
<td>Supplemental</td>
<td>4000-4999: Books And Supplies</td>
</tr>
<tr>
<td>2018-19</td>
<td>7,000</td>
<td>Supplemental</td>
<td>4000-4999: Books And Supplies</td>
</tr>
<tr>
<td>2019-20</td>
<td>7,210</td>
<td>Supplemental</td>
<td>4000-4999: Books And Supplies</td>
</tr>
</tbody>
</table>

### Action 10

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

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

[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))

- LEA-wide

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

- All Schools

### Actions/Services

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

- Unchanged Action

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

- Unchanged Action

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

- Unchanged Action

### Budgeted Expenditures

Provide instructional scaffolds to support English Language Mainstream EL and R--FEP students.

Provide instructional scaffolds to support English Language Mainstream EL and R--FEP students.

Provide instructional scaffolds to support English Language Mainstream EL and R--FEP students.
<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>756,650</td>
<td>927,772</td>
<td>930,000</td>
</tr>
<tr>
<td>Source</td>
<td>Supplemental</td>
<td>Supplemental</td>
<td>Supplemental</td>
</tr>
</tbody>
</table>

**Action 11**

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

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

- Students with Disabilities

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

**OR**

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

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

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

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

**Actions/Services**

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

- Unchanged Action

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

- Unchanged Action

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

- Unchanged Action

**2017-18 Actions/Services**

- Provide Special Education services including instructional and additional student support (e.g. speech). Develop, implement, and monitor Individualized Educational Plans (IEPs).

**2018-19 Actions/Services**

- Provide Special Education services including instructional and additional student support (e.g. speech). Develop, implement, and monitor Individualized Educational Plans (IEPs).

**2019-20 Actions/Services**

- Provide Special Education services including instructional and additional student support (e.g. speech). Develop, implement, and monitor Individualized Educational Plans (IEPs).

**Budgeted Expenditures**
<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>310,793</td>
<td>340,962</td>
<td>350,000</td>
</tr>
<tr>
<td>Source</td>
<td>State and Federal Special Education funds</td>
<td>State and Federal Special Education funds</td>
<td>State and Federal Special Education funds</td>
</tr>
</tbody>
</table>
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 staff members are caring, collaborative, and qualified

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 6: School Climate (Engagement)

Local Priorities:  
SSDP Goal 3

Identified Need:

Every student deserves great teachers and staff

Expected Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of core teachers credentialed</td>
<td>100% of core teachers credentialed</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>% of staff offered appropriate support via continuous improvement-focused performance evaluation</td>
<td>100% of staff offered appropriate support</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>
### Metrics/Indicators

<table>
<thead>
<tr>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of staff who agree most/nearly all adults have close professional relationships</td>
<td>2016-2017 California School Staff Survey (CSSS): 92% of staff agree most/nearly all adults “Have close professional relationships”</td>
<td>90%+</td>
<td>90%+</td>
</tr>
<tr>
<td>Caring:</td>
<td>2016-2017 California Healthy Kids Survey (CAHKS)</td>
<td>Outcome</td>
<td>a. 5th grade: 75%+, 7th grade: 40%+ b. 95%+</td>
</tr>
<tr>
<td>a. % of students reporting high levels of caring relationships from a teacher or other adult at their school</td>
<td>a. 72% (5th grade) and 36% (7th grade) of students report high levels of caring relationships from a teacher or other adult at their school California School Parent Survey (CSPS)</td>
<td>a. 5th grade: 68%, 7th grade: 32% b. 96%</td>
<td></td>
</tr>
<tr>
<td>b. % of parents who agree school has adults that care about students</td>
<td>b. 96%+ of parents agree school has adults that care about students</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Planned Actions / Services</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

### Action 1

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

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

| All |

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

| All Schools |

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

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

### Actions/Services

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

- **Unchanged Action**

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

- **Unchanged Action**

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

- **Unchanged Action**

### 2017-18 Actions/Services

Perform credential analysis upon intake and semi-annual audit.

### 2018-19 Actions/Services

Perform credential analysis upon intake and semi-annual audit.

### 2019-20 Actions/Services

Perform credential analysis upon intake and semi-annual audit.

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>No fiscal impact</td>
<td>No fiscal</td>
<td>No fiscal</td>
</tr>
</tbody>
</table>

### Action 2

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>All</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

OR

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

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

### Actions/Services

[Add Actions/Services selection here]
Select from New, Modified, or Unchanged for 2017-18

Modified Action

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

Unchanged Action

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

Unchanged Action

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implement Professional Development plan based on local need. Provide CCSS trainings to all instructional staff.</td>
<td>Implement Professional Development plan based on local need. Provide CCSS trainings to all instructional staff.</td>
<td>Implement Professional Development plan based on local need. Provide CCSS trainings to all instructional staff.</td>
</tr>
</tbody>
</table>

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>58,346</td>
<td>17,176</td>
<td>17,176</td>
</tr>
<tr>
<td>Source</td>
<td>Other</td>
<td>Title II</td>
<td>Title II</td>
</tr>
</tbody>
</table>

**Action 3**

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>All</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

OR

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

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

**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
### Action 4

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

**OR**

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

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

- English Learners

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

- LEA-wide

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

- All Schools

---

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>120,756</td>
<td>271,064</td>
<td>275,000</td>
</tr>
<tr>
<td>Source</td>
<td>Supplemental and Concentration</td>
<td>Supplemental and Concentration</td>
<td>Supplemental and Concentration</td>
</tr>
</tbody>
</table>

---

### 2017-18 Actions/Services

- Schedule planning days and regular time for instructional teams to develop CCSS curriculum maps, lessons, and assessments.

---

### 2018-19 Actions/Services

- Schedule planning days and regular time for instructional teams to develop CCSS curriculum maps, lessons, and assessments.

---

### 2019-20 Actions/Services

- Schedule planning days and regular time for instructional teams to develop CCSS curriculum maps, lessons, and assessments.
2017-18 Actions/Services: Provide high quality professional development focused on ELD instruction, planning, and embedding the standards across the subject areas.

2018-19 Actions/Services: Provide high quality professional development focused on ELD instruction, planning, and embedding the standards across the subject areas.

2019-20 Actions/Services: Provide high quality professional development focused on ELD instruction, planning, and embedding the standards across the subject areas.

Budgeted Expenditures:

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>74,210</td>
<td>Supplemental and Concentration</td>
<td>1000-1999: Certificated Personnel Salaries</td>
</tr>
<tr>
<td>2018-19</td>
<td>76,807</td>
<td>Supplemental and Concentration</td>
<td>1000-1999: Certificated Personnel Salaries</td>
</tr>
<tr>
<td>2019-20</td>
<td>78,727</td>
<td>Supplemental and Concentration</td>
<td>1000-1999: Certificated Personnel Salaries</td>
</tr>
</tbody>
</table>

Action 5

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

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

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

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)
- [Add Students to be Served selection here]

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

Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
- [Add Location(s) selection here]

Actions/Services

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

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

Select from New, Modified, or Unchanged for 2019-20
- Unchanged Action
Conduct formative walkthroughs and summative observations in collaboration with CNO stakeholders.

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>52,206</td>
<td>53,511</td>
<td>54,849</td>
</tr>
<tr>
<td>Source</td>
<td>Base</td>
<td>Base</td>
<td>Base</td>
</tr>
</tbody>
</table>

### Action 6

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

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

- All

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

- All Schools

OR

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

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

- [Add Students to be Served selection here]

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

- [Add Scope of Services selection here]

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

- [Add Location(s) selection here]

### Actions/Services

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

**Unchanged Action**

**2017-18 Actions/Services**

Provide relevant professional learning for all support staff to build capacity and

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

**Unchanged Action**

**2018-19 Actions/Services**

Provide relevant professional learning for all support staff to build capacity and

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

**Unchanged Action**

**2019-20 Actions/Services**

Provide relevant professional learning for all support staff to build capacity and
perform their duties in support of student learning.

Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>7,000</td>
<td>10,000</td>
<td>12,000</td>
</tr>
<tr>
<td>Source</td>
<td>Base</td>
<td>Base</td>
<td>Base</td>
</tr>
<tr>
<td>Reference</td>
<td>5000-5999: Services And Other Operating Expenditures</td>
<td>5000-5999: Services And Other Operating Expenditures</td>
<td>5000-5999: Services And Other Operating Expenditures</td>
</tr>
</tbody>
</table>

Action 7

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

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

[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))

LEA-wide

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

All Schools

Actions/Services

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

Unchanged Action

2017-18 Actions/Services

Expand systemwide awareness of standards, including National Core Arts Standards (NCAS), Next Generation

2018-19 Actions/Services

Expand systemwide awareness of standards, including National Core Arts Standards (NCAS), Next Generation

2019-20 Actions/Services

Expand systemwide awareness of standards, including National Core Arts Standards (NCAS), Next Generation
### Science Standards (NGSS), and English Language Development (ELD).

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>74,210</td>
<td>40,000</td>
<td>74,210</td>
</tr>
<tr>
<td>Source</td>
<td>Base</td>
<td>Base</td>
<td>Base</td>
</tr>
<tr>
<td>Reference</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Action 8

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

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

<table>
<thead>
<tr>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
</tbody>
</table>

**Action/Services**

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

- New Action

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

- Unchanged Action

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

- Unchanged Action

2017-18 Actions/Services

- Train all new staff on mindfulness practices each year.

2018-19 Actions/Services

- Train all new staff on mindfulness practices each year.

2019-20 Actions/Services

- Train all new staff on mindfulness practices each year.
## Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>27,675</td>
<td>28,188</td>
<td>28,892</td>
</tr>
<tr>
<td>Source</td>
<td>Supplemental</td>
<td>Supplemental</td>
<td>Supplemental</td>
</tr>
</tbody>
</table>

### Action 9

| All | All Schools |

OR

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

### Actions/Services

New Action

Implement induction program to support new teachers.

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Amount</th>
<th>10000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Source</td>
<td>Locally Defined</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>5000-5999: Services And Other Operating Expenditures</td>
</tr>
</tbody>
</table>
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**

Authentically engage school stakeholders and the 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:** SSDP Goal 4

**Identified Need:**
To collaborate with institutions and individuals committed to the betterment of our school and community.

**Expected Annual Measurable Outcomes**

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Properly composed SSCs that meet regularly per local policy</td>
<td>SSC is properly composed and meets regularly per local policy</td>
<td>SSC is properly composed and meets regularly per local policy</td>
<td>SSC is properly composed and meets regularly per local policy</td>
<td>SSC is properly composed and meets regularly per local policy</td>
</tr>
<tr>
<td>Parental Involvement: % of parents who agree the school... a. makes efforts to seek parent input in decision making</td>
<td>2016-2017 California School Parent Survey (CSPS) a. 98% b. 98%</td>
<td>a. 95%+ b. 95%+</td>
<td>a. 95%+ b. 95%+</td>
<td>a. 95%+ b. 95%+ or increase by 3% over the previous year</td>
</tr>
<tr>
<td>Metrics/Indicators</td>
<td>Baseline</td>
<td>2017-18</td>
<td>2018-19</td>
<td>2019-20</td>
</tr>
<tr>
<td>--------------------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td>b. encourages active participation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attendance:</td>
<td>2016-2017</td>
<td>Outcome</td>
<td></td>
<td>a. 95%+ ADA</td>
</tr>
<tr>
<td>a. ADA</td>
<td>a. 95.7% ADA</td>
<td>a. 95%+ ADA</td>
<td>b. Chronic Absence rate</td>
<td></td>
</tr>
<tr>
<td>b. Chronic Absence Status Level and Change</td>
<td>b. 4.6% Chronic Absence rate</td>
<td>b. Chronic Absence rate 6.5%</td>
<td>&lt; 6%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>a. 95%+ ADA</td>
</tr>
<tr>
<td>b. Chronic Absence Status Level and Change; Expulsion rates</td>
<td>2016-2017</td>
<td>Outcome</td>
<td>&quot;Medium&quot; suspension rate</td>
<td>&quot;Low&quot; suspension rate</td>
</tr>
<tr>
<td>&quot;High&quot; Suspension Rate</td>
<td>&quot;High&quot; suspension rate</td>
<td>and/or decline by</td>
<td>or &quot;Declined&quot; Change from previous year;</td>
<td></td>
</tr>
<tr>
<td>(4.5%), &quot;Declined</td>
<td>(4.6%);</td>
<td>&gt;0.3%;</td>
<td>0.3% or lower expulsion</td>
<td></td>
</tr>
<tr>
<td>Significantly&quot; (-2.8%)</td>
<td>0.3% or lower expulsion</td>
<td>rate</td>
<td>rate</td>
<td></td>
</tr>
<tr>
<td>0% expulsion rate</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>% of students reporting moderate/high levels of opportunities for meaningful participation</td>
<td>2016-2017</td>
<td>Outcome</td>
<td>5th grade: 75%+</td>
<td>5th grade: 75%+</td>
</tr>
<tr>
<td>California Healthy Kids Survey:</td>
<td>California Healthy Kids</td>
<td>7th grade: 60%+</td>
<td>7th grade: 65%+</td>
<td></td>
</tr>
<tr>
<td>89% of 5th grade and 77% of 7th grade</td>
<td>Survey 5th Grade: 72%</td>
<td>or increase by 5% over</td>
<td>or increase by 5% over</td>
<td></td>
</tr>
<tr>
<td>students reported high levels of opportunities</td>
<td>7th Grade: 53%</td>
<td>the previous year</td>
<td>the previous year</td>
<td></td>
</tr>
<tr>
<td>for meaningful participation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>% of students reporting high levels of school connectedness</td>
<td>2016-2017</td>
<td>Outcome</td>
<td>5th grade: 50%+</td>
<td>50%+</td>
</tr>
<tr>
<td>California Healthy Kids Survey:</td>
<td>California Healthy Kids</td>
<td>7th grade: 30%+</td>
<td></td>
<td></td>
</tr>
<tr>
<td>72% of 5th grade and 67% of 7th grade</td>
<td>Survey 5th grade: 39%</td>
<td>7th grade: 17%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>students report high levels of school</td>
<td>7th grade: 17%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>connectedness</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Safety:</td>
<td>2016-2017</td>
<td>Outcome</td>
<td>a. 95%+</td>
<td>a. 95%+</td>
</tr>
<tr>
<td>a. % of staff</td>
<td>a. CSSS: 100%</td>
<td>a. CSSS: 98%</td>
<td>b. 85%+</td>
<td>b. 85%+</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## 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:**

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>All</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

**OR**

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

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

**Actions/Services**

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

- Unchanged Action

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

- Unchanged Action

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

- Unchanged Action
<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide tools, resources, and training needed to establish and implement effective committees, including the School Site Council (SSC) and English Learner Advisory Committee (ELAC).</td>
<td>Provide tools, resources, and training needed to establish and implement effective committees, including the School Site Council (SSC) and English Learner Advisory Committee (ELAC).</td>
<td>Provide tools, resources, and training needed to establish and implement effective committees, including the School Site Council (SSC) and English Learner Advisory Committee (ELAC).</td>
</tr>
</tbody>
</table>

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>92,000</td>
<td>43,000</td>
<td>45,000</td>
</tr>
<tr>
<td>Source</td>
<td>Base</td>
<td>Base</td>
<td>Base</td>
</tr>
</tbody>
</table>

**Action 2**

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>All</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

OR

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

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

**Actions/Services**

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

- Unchanged Action

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

- Unchanged Action

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

- Unchanged Action
### 2017-18 Actions/Services
Provide counseling services to support academic, emotional, and personal needs of students.

### 2018-19 Actions/Services
Provide counseling services to support academic, emotional, and personal needs of students.

### 2019-20 Actions/Services
Provide counseling services to support academic, emotional, and personal needs of students.

---

#### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>148,296</td>
<td>85,000</td>
<td>90,000</td>
</tr>
<tr>
<td>Source</td>
<td>State and Federal Special Education funds</td>
<td>Supplemental and Concentration</td>
<td>Supplemental and Concentration</td>
</tr>
</tbody>
</table>

---

#### 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

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

- LEA-wide

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

- All Schools
Provide translation and interpreter services.  
Provide translation and interpretation services.  
Provide translation and interpretation services.

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>10,000</td>
<td>10,300</td>
<td>10,600</td>
</tr>
<tr>
<td>Source</td>
<td>Supplemental</td>
<td>Supplemental</td>
<td>Supplemental</td>
</tr>
</tbody>
</table>

### Action 4

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

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

- All

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

- All Schools

**OR**

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

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

- [Add Students to be Served selection here]

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

- [Add Scope of Services selection here]

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

- [Add Location(s) selection here]

### Actions/Services

**2017-18 Actions/Services**

Implement restorative justice practices to promote effective and positive behavior support. Provide Restorative Justice

**2018-19 Actions/Services**

Implement restorative justice practices to promote effective and positive behavior support. Provide Restorative Justice

**2019-20 Actions/Services**

Implement restorative justice practices to promote effective and positive behavior support. Provide Restorative Justice
Training to classroom teachers and support staff as an alternative to punitive punishment.

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>27,000</td>
<td>Supplemental</td>
<td>0001-0999: Unrestricted: Locally Defined</td>
</tr>
<tr>
<td>2018-19</td>
<td>85,000</td>
<td>Supplemental</td>
<td>0001-0999: Unrestricted: Locally Defined</td>
</tr>
<tr>
<td>2019-20</td>
<td>90,000</td>
<td>Supplemental</td>
<td>0001-0999: Unrestricted: Locally Defined</td>
</tr>
</tbody>
</table>

**Action 5**

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

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

All

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

All Schools

**OR**

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

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

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

**Actions/Services**

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

Unchanged Action

2017-18 Actions/Services

Monitor and review increased/decreased school enrollment patterns and

2018-19 Actions/Services

Monitor and review increased/decreased school enrollment patterns and

2019-20 Actions/Services

Monitor and review increased/decreased school enrollment patterns and

Monitor and review increased/decreased school enrollment patterns and

Monitor and review increased/decreased school enrollment patterns and
participation. Provide for recruitment outreach strategies as needed.

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>43,076</td>
<td>44,153</td>
<td>45,257</td>
</tr>
<tr>
<td>Source</td>
<td>Base</td>
<td>Base</td>
<td>Base</td>
</tr>
</tbody>
</table>

**Action 6**

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

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

*All*

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

*All Schools*

**OR**

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

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

*[Add Students to be Served selection here]*

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

*[Add Scope of Services selection here]*

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

*[Add Location(s) selection here]*

**Actions/Services**

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

*Unchanged Action*

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

*Unchanged Action*

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

*Unchanged Action*

**2017-18 Actions/Services**

Provide for home--school--community connection initiatives that may include home visits and partnerships with

**2018-19 Actions/Services**

Provide for home--school--community connection initiatives that may include home visits and partnerships with

**2019-20 Actions/Services**

Provide for home--school--community connection initiatives that may include home visits and partnerships with
community organizations to provide students with additional VAPA, athletics, and health/safety education. community organizations to provide students with additional VAPA, athletics, and health/safety education. community organizations to provide students with additional VAPA, athletics, and health/safety education.

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>109,495</td>
<td>159,495</td>
<td>159,495</td>
</tr>
<tr>
<td>Source</td>
<td>After School Education and Safety (ASES)</td>
<td>After School Education and Safety (ASES)</td>
<td>After School Education and Safety (ASES)</td>
</tr>
<tr>
<td>Amount</td>
<td>27,374</td>
<td>39,874</td>
<td>39,874</td>
</tr>
<tr>
<td>Source</td>
<td>Supplemental</td>
<td>Supplemental</td>
<td>Supplemental</td>
</tr>
</tbody>
</table>

**Action 7**

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

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

| All |

OR

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

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

| [Add Students to be Served selection here] |

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

| [Add Scope of Services selection here] |

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

| [Add Location(s) selection here] |

**Actions/Services**
Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Update and maintain digital communications including webpages, electronic newsletters, social media, and SchoolMessenger.

2018-19 Actions/Services

Update and maintain digital communications including webpages, electronic newsletters, social media, and SchoolMessenger.

2019-20 Actions/Services

Update and maintain digital communications including webpages, electronic newsletters, social media, and SchoolMessenger.

Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>8,000</td>
<td>9,000</td>
<td>10,000</td>
</tr>
<tr>
<td>Source</td>
<td>Base</td>
<td>Base</td>
<td>Base</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>5900: Communications</td>
<td>5900: Communications</td>
<td>5900: Communications</td>
</tr>
</tbody>
</table>

Action 8

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

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

All

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

All Schools

OR

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

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

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

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

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

Select from New, Modified, or Unchanged for 2019-20
<table>
<thead>
<tr>
<th>Action 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</td>
</tr>
</tbody>
</table>

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

- All

---

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

- All Schools

---

**OR**

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

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

- [Add Students to be Served selection here]

---

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

- [Add Scope of Services selection here]

---

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

- [Add Location(s) selection here]

---

**Actions/Services**
Select from New, Modified, or Unchanged for 2017-18

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

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

2017-18 Actions/Services
Recruit, hire, and train effective clerical and support staff who promote a welcoming school climate, student attendance, and who support students, parents, and staff.

2018-19 Actions/Services
Recruit, hire, and train effective clerical and support staff who promote a welcoming school climate, student attendance, and who support students, parents, and staff.

2019-20 Actions/Services
Recruit, hire, and train effective clerical and support staff who promote a welcoming school climate, student attendance, and who support students, parents, and staff.

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>80,726</td>
<td>82,744</td>
<td>84,812</td>
</tr>
<tr>
<td>Source</td>
<td>Base</td>
<td>Base</td>
<td>Base</td>
</tr>
</tbody>
</table>

### Action 10

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

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

- All

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

- All Schools

OR

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

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

- [Add Students to be Served selection here]

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

- [Add Scope of Services selection here]

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

- [Add Location(s) selection here]

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18
Select from New, Modified, or Unchanged for 2018-19
Select from New, Modified, or Unchanged for 2019-20
Conduct annual facilities inspection. Provide for school facilities that are well-maintained and in good repair.

Provide for school facilities that are well-maintained and in good repair.

Provide for school facilities that are well-maintained and in good repair.

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>Amount 11,964</th>
<th>Source Base</th>
<th>Budget Reference 2000-2999: Classified Personnel Salaries</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018-19</td>
<td></td>
<td>13,500</td>
<td>Base</td>
<td>2000-2999: Classified Personnel Salaries</td>
</tr>
<tr>
<td>2019-20</td>
<td></td>
<td>13,838</td>
<td>Base</td>
<td>2000-2999: Classified Personnel Salaries</td>
</tr>
</tbody>
</table>

**Action 11**

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

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

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

**OR**

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

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

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

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

**Actions/Services**

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

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

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

**Unchanged Action**

Provide for general supplies and operating expenses.

Provide for general supplies and operating expenses.

Provide for general supplies and operating expenses.
## Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>1,026,765</td>
<td>832,128</td>
<td>900,000</td>
</tr>
<tr>
<td>Source</td>
<td>Base</td>
<td>Locally Defined</td>
<td>Locally Defined</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>5000-5999: Services And Other Operating Expenditures</td>
<td>5000-5999: Services And Other Operating Expenditures</td>
<td>5000-5999: Services And Other Operating Expenditures</td>
</tr>
</tbody>
</table>

### Action 12

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

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

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

OR

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

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)
- [Add Students to be Served selection here]

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))
- [Add Scope of Services selection here]

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
- [Add Location(s) selection here]

**Actions/Services**

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

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

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

**2017-18 Actions/Services**
- Monitor ADA, chronic absence, and dropout rates; implement interventions including recognition of high attendance, attendance meetings with at--risk families, and attendance contracts as needed.

**2018-19 Actions/Services**
- Monitor ADA, chronic absence, and dropout rates; implement interventions including recognition of high attendance, attendance meetings with at--risk families, and attendance contracts as needed.

**2019-20 Actions/Services**
- Monitor ADA, chronic absence, and dropout rates; implement interventions including recognition of high attendance, attendance meetings with at--risk families, and attendance contracts as needed.
<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>43,075</td>
<td>Base</td>
<td>2000-2999: Classified Personnel Salaries</td>
</tr>
<tr>
<td>2019-20</td>
<td>45,256</td>
<td>Base</td>
<td>2000-2999: Classified Personnel Salaries</td>
</tr>
</tbody>
</table>
Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2019-20

<table>
<thead>
<tr>
<th>Estimated Supplemental and Concentration Grant Funds</th>
<th>Percentage to Increase or Improve Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>$512,643</td>
<td>22.31%</td>
</tr>
</tbody>
</table>

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).

KCAE enrollment consists of 98% unduplicated pupils. Therefore, the services provided for these pupils are comparable to those available to all students, in accordance with applicable law.

100% of our programs, including those funded via supplemental/concentration monies, are implemented towards the following goals, which include actions/services related to state and local priority areas:
1. Excellence in Arts, Athletics, and Academics
2. All staff members are caring, collaborative, and qualified
3. Authentically engage school stakeholders and the community.

LCAP Year: 2018-19

<table>
<thead>
<tr>
<th>Estimated Supplemental and Concentration Grant Funds</th>
<th>Percentage to Increase or Improve Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>$548,142</td>
<td>23.36%</td>
</tr>
</tbody>
</table>

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).

KCAE enrollment consists of nearly 100% unduplicated pupils. Therefore, the services provided for these pupils are comparable to those available to all students, in accordance with applicable law.

100% of our programs, including those funded via supplemental/concentration monies, are implemented towards the following goals, which include actions/services related to state and local priority areas:
1. Excellence in Arts, Athletics, and Academics
2. All staff members are caring, collaborative, and qualified
3. Authentically engage school stakeholders and the community.

LCAP Year: **2017-18**

<table>
<thead>
<tr>
<th>Estimated Supplemental and Concentration Grant Funds</th>
<th>Percentage to Increase or Improve Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>$511,140</td>
<td>23.22%</td>
</tr>
</tbody>
</table>

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).
KCAE enrollment consists of nearly 100% unduplicated pupils. Therefore, the services provided for these pupils are comparable to those available to all students, in accordance with applicable law.

100% of our programs, including those funded via supplemental/concentration monies, are implemented towards the following goals, which include actions/services related to state and local priority areas:
1. Excellence in Arts, Athletics, and Academics
2. All staff members are caring, collaborative, and qualified
3. Authentically engage school stakeholders and the community.
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.
Instructions: Linked Table of Contents

Plan Summary
Annual Update
Stakeholder Engagement
Goals, Actions, and Services
Planned Actions/Services
Demonstration of Increased or Improved Services for Unduplicated Students

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

Plan Summary

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

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

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

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

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

Comprehensive Support and Improvement

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

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

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. EC identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. EC requires
chart 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. A broad course of study including courses described under EC sections 51210 and 51220(a)-(i), as applicable;
   B. Programs and services developed and provided to unduplicated pupils; and
   C. Programs and services developed and provided to individuals with exceptional needs.

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

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

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

Local Priorities address:
   A. Local priority goals; and
   B. Methods for measuring progress toward local goals.
APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

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* Totals based on expenditure amounts in goal and annual update sections.
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* Totals based on expenditure amounts in goal and annual update sections.
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Local Control and Accountability Plan (LCAP)
Every Student Succeeds Act (ESSA)
Federal Addendum Template

LEA Name
King--Chavez Academy of Excellence

CDS Code:
37-68338-6119598

Link to the LCAP:
(optional)

For which ESSA programs apply to your LEA?

Choose From:

TITLE I, PART A
Improving Basic Programs Operated by State and Local Educational Agencies

TITLE II, PART A
Supporting Effective Instruction

TITLE III, PART A
Language Instruction for English Learners and Immigrant Students

TITLE IV, PART A
Student Support and Academic Enrichment Grants

(note: This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)

In the following pages, ONLY complete the sections for the corresponding programs.
Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision within the LCAP Federal Addendum Template.

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA’s LCAP, as it demonstrates the LEA’s efforts to support the state priorities.

The CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA’s responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California’s ESSA State Plan significantly shifts the state’s approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state’s Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA’s plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA’s LCAP.
Strategy

Explain the LEA’s strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA’s LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA’s broader strategy reflected in the LCAP.

King-Chavez Excellence Academy (KCAE) uses federal funds to supplement and enhance actions and services funded with state monies that are designed to close the achievement gap and support all students in meeting challenging state academic standards.

Title I: Most of our Title I funding goes towards Intervention Specialists and Intervention Aides. These staff members support the development and implementation of our academic program and provide additional opportunities for differentiated educational assistance. Title 1 funds are also used to purchase supplemental instructional materials and formative assessment tools, including technology.

Title II: These funds support our Instructional Coach, who delivers and/or coordinates the bulk of our professional development. In conjunction with the Principal, this staff member also provides observation feedback to teachers in order to improve their practice.

Title III
Title 3 funds are used to staff an Intervention Aide. This position assists with instruction and other activities related to supporting English Learners (ELs). These funds may also be used to purchase supplemental instructional materials to help ELs achieve proficiency in English and State standards.

Title IV
KCAE will use Title IV, Part A funds for activities related to supporting the effective use of technology in schools. These include hardware upgrades, maintaining a 1:1+ ratio with devices, and access to standards-aligned digital content and instructional materials.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

The school has aligned all school expenditures to the Goals described in the Local Control Accountability Plan (LCAP): 1) Excellence in Academics, Arts, and Athletics; 2) All staff members are caring, collaborative and qualified; 3) Authentically engage school stakeholders and the community. This includes the federal categorical funds that may not be specifically included in the LCAP.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

**TITLE I, PART A**

**Monitoring Student Progress Towards Meeting Challenging State Academic Standards**

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<thead>
<tr>
<th>ESSA SECTION</th>
<th>STATE PRIORITY ALIGNMENT</th>
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<tbody>
<tr>
<td>1112(b)(1) (A–D)</td>
<td>1, 2, 4, 7, 8 (as applicable)</td>
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</table>
Describe how the LEA will monitor students’ progress in meeting the challenging state academic standards by:

(A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
(B) identifying students who may be at risk for academic failure;
(C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
(D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

### Overuse in Discipline Practices that Remove Students from the Classroom

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<thead>
<tr>
<th>ESSA SECTION</th>
<th>STATE PRIORITY ALIGNMENT</th>
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<tr>
<td>1112(b)(11)</td>
<td>6 (as applicable)</td>
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Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

### Career Technical and Work-based Opportunities

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<thead>
<tr>
<th>ESSA SECTION</th>
<th>STATE PRIORITY ALIGNMENT</th>
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<tr>
<td>1112(b)(12)(A–B)</td>
<td>2, 4, 7 (as applicable)</td>
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</table>

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

(A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
(B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.
Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.
**Parent, Family, and Community Engagement**

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<thead>
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<th>ESSA SECTION</th>
<th>STATE PRIORITY ALIGNMENT</th>
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<tr>
<td>3116(b)(3)</td>
<td>3, 6 (as applicable)</td>
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Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.
ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

<table>
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<tr>
<th>ESSA SECTION(S)</th>
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<tbody>
<tr>
<td>1112(b)(4)</td>
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Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

KCAE follows federal poverty guidelines. The school follows the process set forth by our authorizing District to establish criteria for free/reduced lunch.
ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. Each provision for each program provided on the following pages must be addressed, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision within this addendum.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA’s responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity
ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

THIS ESSA PROVISION IS ADDRESSED BELOW:

KCAE performs a semi-annual credential audit. All instructional staff are staff offered appropriate support via continuous improvement-focused performance evaluation. KCAE serves a relatively homogenous population in an under-resourced community and students are equally likely to be placed with any given teacher; there are no disparities in Educator Equity.

Parent and Family Engagement
ESSA SECTIONS 1112(B)(3) AND 1112(B)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).
Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

King-Chavez Academy of Excellence has a strong commitment to maintaining open communication between school and home. Parents are encouraged to become active partners in their children’s education. KCAE supports these efforts through a variety of programs and opportunities for parent involvement throughout the school year.

Parents are strongly encouraged to become members of the Parent-Teacher Association (PTO), which meets regularly. The PTO provides opportunities for parents and staff to communicate about ongoing issues, plan school-wide events, fundraise, and provide classroom support as needed. KCAE has an active group of parent volunteers. In addition to the PTO, some parents have been elected to participate in School Site Council (SSC), a group which focuses on school financial and academics and works alongside administration in the decision making process. A parent/community member is an active member on the King-Chavez board at all times.

We send and post written reminders of Board, PTO, SSC, English Learner Advisory Committee (ELAC), and Coffee with the Director meetings. We also use an automated phone messaging system to communicate all meetings and events to parents.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children
ESSA SECTIONS 1112(b)(5) and 1112(b)(9)
Describe, in general, the nature of the programs to be conducted by the LEA’s schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

**Homeless Children and Youth Services**  
ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

King-Chavez Academy of Excellence recognizes its obligation to ensure that homeless students have access to equitable public education. We do not discriminate, and strive to make necessary accommodations. Students shall not be segregated into a separate school or program based on their status as homelessness, nor shall homeless students be stigmatized in any way. Placement decisions for homeless students shall be based on the student’s best interest.

KCAE proactively monitors attendance and indicators of academic success for all students. In addition, KCAE designates a staff person as the liaison for homeless children and youths. The McKinney-Vento Act specifies the duties of liaisons as follows: identify homeless children and youth; ensure that children and youth experiencing homelessness enroll in, and have a full and fair opportunity to succeed in, school; ensure that families, children and youth receive educational services for which they are eligible.

**Student Transitions**  
ESSA SECTIONS 1112(b)(8), 1112(b)(10), and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

(A) coordination with institutions of higher education, employers, and other local partners; and  
(B) increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A. KC maintains relationships with early educational childhood programs, but there are no plans for the transition of participants in such programs. No funds are spent in this section.

**Additional Information Regarding Use of Funds Under this Part**  
ESSA SECTION 1112(b)(13) (A–B)
Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

(A) assist schools in identifying and serving gifted and talented students; and
(B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

KCAE vertically aligns some practices and instructional curriculum with King-Chavez Community High School. We collaborate during the transition from 8th grade in order to accurately place students in courses. There are also parent meetings to connect current 8th grade families with members of the KCCHS team in an effort to answer questions and support them through the process.
TITLE I, PART D

Description of Program
ESSA SECTION 1423(1)
Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

Formal Agreements
ESSA SECTION 1423(2)
Provide a description of formal agreements, regarding the program to be assisted, between the LEA and correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Comparable Education Program
ESSA SECTION 1423(3)
As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Successful Transitions
ESSA SECTION 1423(4)
Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Educational Needs
ESSA SECTION 1423(5)
Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.
Social, Health, and Other Services
ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

Postsecondary and Workforce Partnerships
ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

Parent and Family Involvement
ESSA SECTION 1423(8)

Provide a description of formal agreements, regarding the program to be assisted, between the

(A) LEA; and
(B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

Program Coordination
ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.
**Probation Officer Coordination**  
**ESSA SECTION 1423(11)**  
As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

**Individualized Education Program Awareness**  
**ESSA SECTION 1423(12)**  
Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child’s or youth’s existing individualized education program.

**Alternative Placements**  
**ESSA SECTIONS 1423(13)**  
As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.
TITLE II, PART A

Professional Growth and Improvement
ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA’s systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

All new hires participate in a training program and orientation before the beginning of the school year. KCAE teachers without clear credentials also have the opportunity to participate in a King-Chavez induction program. All teachers participate regularly in trainings aligned to State academic standards on-site, and have the opportunity for additional professional growth via external trainings and conferences aligned to their areas of need/interest.

All teachers meet regularly with content/grade level teams in order to plan instruction and strategies. School leaders and Principals each meet with their peers from other King-Chavez schools to discuss professional development strategies and educational leadership issues. All teachers, school leaders, and Principals are eligible to participate in the School Site Council.

KCAE measures growth and improvement for teachers, school leaders, and principals via regular, improvement-focused performance evaluations. Observation forms and criteria are regularly reviewed and updated with stakeholder input.

Prioritizing Funding
ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Data and Ongoing Consultation to Support Continuous Improvement
ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

KCAE reviews multiple data sources in an effort to provide focused, high quality professional development and capacity building. Specifically, the LEA monitors the data in the California Dashboard (including suspension, chronic absence, and performance on state tests), local curriculum assessments, normed formative assessments (e.g. STAR Reading and STAR Math), and climate surveys. The LEA reviews disaggregated data and consults with a variety of stakeholders during data presentations, parent meetings, School Site Councils, and King-Chavez Board meetings. Stakeholders include administrators, teachers, other school personnel, parents, members of the community, and students. These consultations inform continually update and improve activities related to the professional development plan.
TITLE III, PART A

Title III Professional Development
ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Principal and EL Coordinator will provide and/or coordinate effective professional development relevant to English Learners. These include:
- High quality professional development focused on ELD instruction, planning, and embedding the standards across the subject area
- Training in the ELA and Mathematics standards
- Feedback based on classroom observations to instructional staff to improve ELD teaching and learning

Professional development will be informed and continuously improved by stakeholder input, state level assessment results, and local formative assessments.

Enhanced Instructional Opportunities
ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

KCAE provides for leveled ELD instruction. Immigrant children and youth may receive additional pull-out support if needed.

Title III Programs and Activities
ESSA SECTIONS 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

KCAE implements the following programs and activities to help English learners increase their English language proficiency and meet the State academic standards.
- A designated EL Coordinator implements ELPAC testing, ongoing monitoring of ELs and R-FEPs, and monitors the reclassification process
- Each teacher receives notification of language status and level
- Purchase supplemental learning materials and software to support English Language Learner intervention programming.
- All EL students are provided regular instruction integrating ELD standards.
- Teachers frontload ELD strategies and vocabulary to ensure access to content instruction taught in English.
- Provide classroom scaffolds to support EL and R-FEP students in English Language Mainstream Classes.
- Teachers design a scope and sequence of language skills in functional context.
- Build English language and academic proficiency in our EL students via data-driven interventions and extended learning opportunities, including support services for emerging EL students.
Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

(C) achieving English proficiency based on the State’s English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State’s long-term goals, as described in Section 1111(c)(4)(A)(ii); and

(D) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

KCAE uses the following programs, actions, and activities to help English learners increase their English language proficiency and meet the State academic standards.

- Provide support for English Learners to make progress learning English and achieve academic standards
- Provide English Language Development Instruction
- Research and pilot supplemental learning materials and software programs to support English Language Learner intervention programming
- Enhanced instruction in the core academic subjects via Specially Designed Academic Instruction (SDAIE) strategies
- Model lessons and strategies that promote EL language development
- Provide additional push-in support for ELs to move them towards English Proficiency
- Provide additional small group interventions for EL students in ELA and Mathematics
- Monitor the progress of English Learners (EL) including Long-Term English Learners (LTELs) and R-FEPS.
- Provide 100% of parents of ELs with the following information regarding their children, in a language parents can understand: identification as EL; program placement options; program placement notification; English language proficiency level, as determined by ELAC results and any local English Proficiency assessments used; academic achievement level; and redesignation information

Supplementary services as part of the language instruction program for EL students include:

- After school academic clubs and tutoring
- Access to educational technology
- Community participation programs, including family literacy and parent outreach
TITLE IV, PART A

Title IV, Part A Activities and Programs
ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

(A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
(B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
(C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
(D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
(E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

KCAE will use Title IV, Part A funds for activities related to supporting the effective use of technology in schools. These include hardware upgrades, maintaining a 1:1 ratio with devices, and streamlined access to standards-aligned digital content and instructional materials.