LCAP Year ☒ 2017–18　☐ 2018–19　☐ 2019–20

Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

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

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

| LEA Name	Denair Charter Academy		
Contact Name and Title	Linda Covello Chief Business Officer	Email and Phone	lcovello@dusd.k12.ca.us (209) 632-7514

2017-20 Plan Summary

THE STORY

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

Denair Charter Academy (DCA) was founded in 2001 as an independent learning program for students who do not wish or would otherwise not be able to attend school in a traditional school setting. Many students enter the school far behind in credits or after failing in a traditional high school. Since its inception, the staff has focused on meeting the unique needs of these students. Each lesson is the setting for intense and personal one-on-one teacher-student interaction. Support classes, tutorials, and electronic learning programs have been added to provide additional, focused instruction. Staff members have used their talents and interests to create and implement support and enrichment classes. Counseling services have been expanded to include planning for postsecondary education and careers. The school collaborates with the Careers in Manufacturing Program of the Stanislaus Economic Development and Workforce Alliance for post-graduation career opportunities. The school has continued to grow, indicating that it fulfills a real need in the communities, county, and adjacent counties from which the student population is drawn.

Denair residents comprise only eleven percent (11%) of DCA students. Twenty-six percent (26%) of students reside in Turlock, and twenty-five percent (25%) reside in Modesto, the two largest cities in Stanislaus County. The remaining thirty-eight percent (38%) reside in the other cities/towns in Stanislaus County (Ceres, Hughson, Empire, Keyes, Oakdale, Hickman, Newman, Patterson, Riverbank, Salida, and Waterford) and the counties of Calaveras, Merced, San Joaquin, Santa Clara, and Tuolumne.

While the majority of students are White, Not Hispanic/Latino, the number of Hispanic/Latino students has increased each year. The primary language of the majority of students is English although an increasing number have Spanish as their first language. The number of English Learners, Fluent English Proficient, and reclassified students has increased over the years. Ninety-five percent (95%) of our English Learners are Spanish speakers. Others include speakers of Assyrian, Portuguese, and Russian.
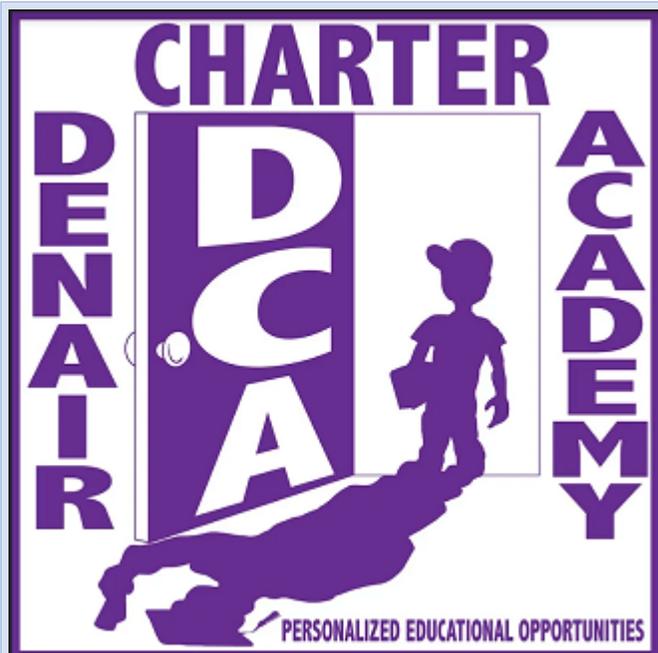
LCAP HIGHLIGHTS

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

According to Stakeholders, the LCAP had too many objectives within each goal that seemed to address similar or the same priorities. This year's LCAP will reflect consolidated objectives within each goal to help stakeholders focus on Denair Charter Academy's priorities with ease.

This year's LCAP features the implementation of NWEA Measures of Academic Progress to determine student academic readiness levels and the implementation of Response to Intervention to help support students making progress academically, socially and emotionally.

Stakeholders also wanted to see a list of acronyms included with the LCAP:

API - Academic Performance Index
CAASPP- California Assessment of Student Performance and Progress
CDE-California Department of Education
COE- County Office of Education
CDS- County/District/Schools
CELDT- California English Language Development Test
CRSIG-Central Region School Insurance Group
CSEA-California School Employees' Association
CST- California Standards Test
CTE- Career Technical Education
DAC- District Advisory Committee
DCA- Denair Charter Academy
DELAC- District English Learner Advisory Committee
DUSD- Denair Unified School District
DUTA- Denair Unified Teachers' Association
EC- Education Code
EL- English Leaners
ELA- English Language Arts
ELD- English Language Development
EO- English Only
FIT- Facility Inspection Tool
HFZ- Healthy Fit Zone
IFEP- Initially Fluent English Proficient
LCAP- Local Control and Accountability Plan
LCFF- Local Control Funding Formula
LEA- Local Educational Agency

MAP- Measures of Academic Progress
NWEA- Northwest Evaluation Association
PBIS- Positive Behavior Interventions and Support
PFT- Physical Fitness Tests
PIQE- Parent Institute for Quality Education
RFEP-Reclassified Fluent English Proficient
RTI- Response to Intervention
SOLOM- Student Oral Language Observation Matrix
TUPE- Tobacco Use Prevention Education
UC- University of California
CIM- Certificate of Initial Mastery

REVIEW OF PERFORMANCE

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

GREATEST PROGRESS

All student groups are in the highest percentile (blue) on the state indicators for suspension rates. DCA will continue to utilize Positive Behavior Intervention Supports (PBIS) to maintain the low level of suspension rates. English Language Learners are making great progress (green) and DCA will continue to utilize individualized learning plans to target the needs of all students.

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

GREATEST NEEDS

English Language Arts (ELA) and Math scores for all student groups were low, but increased significantly (yellow). DCA is implementing NWEA Measures of Academic Progress to determine student academic readiness levels. Once those levels/tiers have been determined, DCA is also implementing Response to Intervention to help support students making progress academically, socially and emotionally.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

PERFORMANCE GAPS

> After comparing all student groups to DCA's "all student" performance, there weren't any state indicators where any student group was two or more performance levels below the "all student" performance. Most student groups were the same or better than the "all student" performance.

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

> DCA is implementing a Response to Intervention model to help support students make progress academically, socially and emotionally. In order to implement this plan, NWEA Measures of Academic Progress (MAP) assessment is used to assess students academic readiness level. Strategic levels of supports are then implemented for each student based on their individual needs. Additionally, the District is going to be implementing Parents for Quality Education (PIQE) in 2017-2018. PIQE will offer parent classes to educate parents on the importance of being a part of their child's learning experiences in each parents native language. DCA will also be adding a full UC pathway for students which includes 132 A-G Courses.

BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	$3,347,140
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	$2,787,112.00

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

> All general fund expenditures are included in the LCAP and some non-general fund expenditures such as Fund 13 (Food Service/Cafeteria Fund).

$2,286,697	Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 1	Provide all stakeholders the necessary resources to successfully implement and continually improve state standards in a personalized learning environment.

State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
A. Develop/implement key criteria/standards/procedures for clerical levels to tailor employee training and rfeview/update all job descriptions	A. 90% of DCA staff have attended PD as of 5/18/17
B. 100% completion rate of evaluations with appropriate recommendations	B. 100% completion of evaluations appropriately
C. CAASPP: 5% increase in Level 3+ scores; 5% decrease in Level 1 scores;	C. Baseline ELA 15-16: 20% with Level 3+ scores and 47% with Level 1 scores (As compared to previous years: Level 3+: 1% increase and level 1: 3% increase); Baseline Math 15-16: 4% with Level 3+ scores and 80% with Level 1 scores (As compared to previous years: Level 3+: 1% increase and level 1: maintained)
D. RFEP: 5% increase in students obtaining RFEP status through CELDT scores, SOLOM, and administrator/parent coordination	D. 9 RFEP students at DCA, an increase of 2 from 15-16
E. Science texts and curriculum will be 100% aligned with state standards	E. Science text and curriculum are 100% aligned to state standards
F. CST: 5% increase for those students scoring Proficient and Advanced	F. Baseline CST 15-16: 8th grade Adv/Pro: 46%/11th grade Adv/Pro: 15%
G. Social Science texts and curriculum will be 100% aligned with state standards	G. Social Sciences texts and curriculum are 100% aligned to state standards
H. Maintain or increase participation in social science program	H. Maintained number of students in the social sciences program
I. Modern Language texts and curriculum will be 100% aligned with state standards	I. Modern Language text and curriculum are 100% aligned with state standards
	J. Physical Education text and curriculum are 100% aligned with state standards
	K. Baseline PFT 9th grade 15-16: Aerobic Capacity 30% HFZ, Body Composition 35% HFZ, Abdominal Strength 65% HFZ, Trunk Extension Strength 100% HFZ, Upper-Body Strength 40% HFZ, Flexibility 35% HFZ

J. Physical Education curriculum will be 100% aligned with state standards

K. 5% increase in students passing the five Fitness Gram components Grades 5, 7, 9

ACTIONS / SERVICES

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

Action 1

Actions/Services	PLANNED Continually improve the qualifications of staff in each position at DCA	ACTUAL Continually improve the qualifications of staff in each position at DCA
Expenditures	BUDGETED Professional Development Educator Effectiveness 3,940 Professional Development LCFF Supplemental 11,816 Site Staff Development Lottery 1,200 Additional Professional Development One-time Unrestricted 4,629	ESTIMATED ACTUAL Professional Development Educator Effectiveness 0 Professional Development LCFF Supplemental 14043 Site Staff Development Lottery 200 Additional Professional Development One-time Unrestricted 0

Action 2

Actions/Services	PLANNED Retain highly qualified staff	ACTUAL Retain highly qualified staff
Expenditures	BUDGETED Teachers, Support/Clerical Staff, Administrative Staff, Substitutes, Benefit Plans LCFF Base 1,035,062 Teachers, Support/Clerical Staff, Substitutes, Benefit Plans LCFF Supplemental 313,225	ESTIMATED ACTUAL Teachers, Support/Clerical Staff, Administrative Staff, Substitutes, Benefit Plans LCFF Base 1,275,042 Teachers, Support/Clerical Staff, Substitutes, Benefit Plans LCFF Supplemental 301,917

	Special Education Teachers, Substitutes, Benefit Plans Special Education 39,915	Special Education Teachers, Substitutes, Benefit Plans Special Education 37,152

Action 3

Actions/Services	**PLANNED** Fully implement and continually improve K-12 reading/language arts implementation of the State Standards	**ACTUAL** Fully implement and continually improve K-12 reading/language arts implementation of the State Standards
Expenditures	**BUDGETED** Technology LCFF Supplemental 1,004 Instructional Materials Lottery 8,013 Assessments LCFF Base 1,170	**ESTIMATED ACTUAL** Supplemental Instructional Materials LCFF Supplemental 5,000 Instructional Materials Lottery 4,554 Assessments LCFF Base 2,000 Instructional Materials Lottery Prop 20 18,148

Action 4

Actions/Services	**PLANNED** Fully implement and continually improve K-12 math implementation of the State Standards	**ACTUAL** Fully implement and continually improve K-12 math implementation of the State Standards
Expenditures	**BUDGETED** Additional teacher hours and benefits One-time Unrestricted 4,919 Additional teacher hours and benefits LCFF Supplemental 8,101	**ESTIMATED ACTUAL** Additional teacher hours and benefits One-time Unrestricted Additional teacher hours and benefits LCFF Supplemental Instructional Materials Lottery Prop 20 15,082 Instructional Materials LCFF Supplemental 2,466

Action 5

Actions/Services	**PLANNED** Science materials aligned with Next Generation Science Standards	**ACTUAL** Science materials aligned with Next Generation Science Standards
Expenditures	**BUDGETED** Supplemental Instructional Materials LCFF Supplemental 100 Instructional Materials Lottery 600	**ESTIMATED ACTUAL** Supplemental Instructional Materials LCFF Supplemental 500 Instructional Materials Lottery Prop 20 4,000

Action 6

Actions/Services	**PLANNED** Fully implement and continually improve standards-based Science Program	**ACTUAL** Fully implement and continually improve standards-based Science Program
Expenditures	**BUDGETED** Professional Development One-time Unrestricted 800	**ESTIMATED ACTUAL** Professional Development - included in Professional Development objective above One-time Unrestricted 0

Instructional Materials One-time Unrestricted 750	Instructional Materials LCFF Supplemental 2,000 Instructional Materials LCFF Base 2,000

Action 7

Actions/Services	PLANNED Social Science adoptions aligned with the State Standards	ACTUAL Social Science adoptions aligned with the State Standards
Expenditures	BUDGETED Textbooks Lottery Prop 20 7,358	ESTIMATED ACTUAL Textbooks/Instructional Materials Lottery Prop 20 3000

Action 8

Actions/Services	PLANNED Fully implement and continually improve standards-based Social Science Program	ACTUAL Fully implement and continually improve standards-based Social Science Program
Expenditures	BUDGETED Professional Development LCFF Supplemental 1,500	ESTIMATED ACTUAL Professional Development - included in Professional Development objective above LCFF Supplemental 0

Action 9

Actions/Services	PLANNED Fully implement and continually improve ELD implementation of the State Standards	ACTUAL Fully implement and continually improve ELD implementation of the State Standards
Expenditures	BUDGETED Technology LCFF Supplemental 4,500 Supplemental Instructional Materials LCFF Supplemental 4,481 Professional Development LCFF Supplemental 2,012	ESTIMATED ACTUAL Technology LCFF Supplemental 3,000 Supplemental Instructional Materials LCFF Supplemental 3,000 Professional Development - included in Professional Development objective above LCFF Supplemental 0

Action 10

Actions/Services	PLANNED Modern Language adoptions aligned with the State Standards	ACTUAL Modern Language adoptions aligned with the State Standards
Expenditures	BUDGETED Textbooks/Library Books Lottery Prop 20 1,000	ESTIMATED ACTUAL Textbooks/Library Books Lottery Prop 20 3,000

Action 11

	PLANNED	ACTUAL
Actions/Services	Physical Education curriculum aligned with state frameworks	Physical Education curriculum aligned with state frameworks
	BUDGETED	ESTIMATED ACTUAL
Expenditures	Physical Education curriculum and supplies Lottery 3,000	Physical Education curriculum and supplies Lottery 1,247

Action 12

	PLANNED	ACTUAL
Actions/Services	Continually improve standards-based Physical Education Program	Continually improve standards-based Physical Education Program
	BUDGETED	ESTIMATED ACTUAL
Expenditures	Physical Education Supplies LCFF Supplemental 2,000	Physical Education Supplies - included in Physical Education objective above LCFF Supplemental 0

Action 13

	PLANNED	ACTUAL
Actions/Services	Develop and continually improve DCA's wellness policy	Develop and continually improve DCA's wellness policy
	BUDGETED	ESTIMATED ACTUAL
Expenditures	Meeting Supplies One-time Unrestricted 2,000	Meeting Supplies One-time Unrestricted 2,000

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.	DCA is still working on adopting new curriculum and training all staff to be highly effective. Although full implementation of our actions/services have not yet been achieved, continuous improvement has been made throughout 16-17 on many of the actions needed by DCA.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	All stakeholders felt the actions/services listed in goal 1 are sufficient to measure DCA's goal pertaining to personalized learning environment. DCA created baselines of data in 15-16 and 16-17 and further analysis throughout the life of the LCAP will help determine the overall effectiveness of DCA's goals and measurable outcomes. Any changes needed during the life of the LCAP will be reflected in each Annual Update.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

DCA had less expenditures in LCFF salaries than anticipated due to not being able to fill a few positions.

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.

All goal 1 actions/services will be ongoing goals in the 3 year LCAP, the only difference being that multiple actions/services were rolled into one action within the same goal for easier reporting: all individual subject areas have been rolled into one action instead of a separate action for each subject as well as maintaining and developing high quality and highly qualified staff have also been rolled into one action. Additionally, DCA now has only 3 goals instead of 5 with Goal 1 addressing "Conditions of Learning".

Annual Update   **LCAP Year Reviewed: 2016-17**

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

Goal 2	All students have the right to a safe and healthy environment to achieve social, emotional, and academic success.

State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED

A. Maintain reserve levels equal to at least two years of identified equipment replacement needs; maximize state/local funding to purchase new equipment

B. Increase in rate of safe, clean, sustainable and attractive classrooms; Master Facility Plan to be updated annually; Site facility inspection reports to be completed

C.
1. 5% increase in participation in Child Nutrition Program;
2. 100% follow-up on medical/health services for targeted students

D. Maximize state/local funding to provide new and modernized facilities

ACTUAL

A. Increased equipment reserve levels by 1,191.45% from $6,921 to $82,458 to adequately cover replacement costs for the next two years.

B. Baseline Facility Inspection Tool (FIT) score: 98%

C.
1. Baseline participation in the Child Nutrition Program: 51%
2. 100% follow-up on medical/health services for targeted students

D. Maximized funding allowing DCA to modernize the front office and make it more accessible to parents and 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**

	PLANNED	ACTUAL
Actions/Services	Improve services that promote physical, emotional and mental health	Improve services that promote physical, emotional and mental health
	BUDGETED	ESTIMATED ACTUAL
Expenditures	Medical Supplies Lottery 150 Nutritional food options Lottery 600 Additional special education services Special Education 2305	Medical Supplies Lottery 150 Nutritional food options Lottery 600 Additional special education services Special Education 119,240 Nursing services LCFF Base 13119 Nutritional food options LCFF Base 600

Action 2

	PLANNED	ACTUAL
Actions/Services	Increase access to Social Services for low income pupils and foster youth	Increase access to Social Services for low income pupils and foster youth
	BUDGETED	ESTIMATED ACTUAL
Expenditures	Additional counseling services LCFF Supplemental 23359	Additional counseling services LCFF Supplemental 103565

Action 3

	PLANNED	ACTUAL
Actions/Services	Continually provide functional, safe, and clean classrooms, facilities, and grounds	Continually provide functional, safe, and clean classrooms, facilities, and grounds
	BUDGETED	ESTIMATED ACTUAL
Expenditures	Custodial supplies and services LCFF Base 9695 Ongoing Utilities LCFF Base 34540 Maintenance supplies and services Maintenance 35190	Custodial supplies and services LCFF Base 9920 Ongoing Utilities LCFF Base 31940 Maintenance supplies and services Maintenance 153019

Action 4

	PLANNED	ACTUAL
Actions/Services	Maintain equipment replacement reserve	Maintain equipment replacement reserve
	BUDGETED	ESTIMATED ACTUAL
Expenditures	Reserve for Equipment Replacement and Maintenance LCFF Base 1000 Reserve for Equipment Replacement and Maintenance Lottery 4200 Reserve for Equipment Replacement and Maintenance LCFF Supplemental 11799	Reserve for Equipment Replacement and Maintenance LCFF Base 85625 Reserve for Equipment Replacement and Maintenance Lottery 9500 Reserve for Equipment Replacement and Maintenance LCFF Supplemental 4800

Action 5

	PLANNED	ACTUAL
Actions/Services	Provide new and modernized facilities	Provide new and modernized facilities

Expenditures	BUDGETED Facility Updates/Repairs Maintenance 3712	ESTIMATED ACTUAL Facility Updates/Repairs Maintenance 56224

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.	DCA is a safe and healthy environment for all students. Although goal 2 has been met, DCA strives to continually improve in all the services it provides.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	All stakeholders felt the actions/services listed in goal 2 are sufficient to measure DCA's goal pertaining to a safe and healthy environment.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	DCA has increased expenses in facilities maintenance and repairs due to the conversion of the old office to the Student Resource Center and the conversion of the old Board Room into the new main office.
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.	All Goal 2 actions/services will be ongoing goals in the 3 year LCAP, but facilities and equipment will now be listed under Goal 1 since DCA now has only 3 goals instead of 5 with Goal 1 addressing "Conditions of Learning" and Goal 2 addressing "Pupil Outcomes".

Annual Update   LCAP Year Reviewed: 2016-17

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

Goal 3	All students will engage their individual learning styles to acquire 21st Century Skills as they pursue higher education or Career Technical Pathways.

State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
A. Technology Survey: Maintain/increase participation; 5% increase in number of correct answers	A. Baseline of 12 DCA participants in the survey; 8% of participants feel they have a hard time learning new technology
B. CIM: 5% increase for students participating in CIM or work experience	B. 12 students participating in work experience; CIM programs still being implemented
C. EAP: Maintain/ increase participation	C. 99% Participation
D. 5% increase in participation in Grades 6-8; 5% increase when comparing the number of students enrolled in Modern Language to total enrollment	D. 36 students in Grades 6-8, an increase of 6 students; Baseline comparing to total enrollment: 5%
E. 5% Increase in students being reclassified based on CELDT and/or Renaissance Place Benchmarks	E. 9 Students reclassified in 16-17

ACTIONS / SERVICES

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

Action   1

Actions/Services	**PLANNED** Increase Intervention Support for low income pupils and foster youth	**ACTUAL** Increase Intervention Support for low income pupils and foster youth
Expenditures	**BUDGETED** Summer Program LCFF Supplemental 9261 Summer Program One-time Unrestricted 6656	**ESTIMATED ACTUAL** Summer Program LCFF Supplemental 12,020 Summer Program LCFF Base 6,670

Action 2

Actions/Services	**PLANNED** Implement and continually improve a process for two-year tracking of reclassification	**ACTUAL** Implement and continually improve a process for two-year tracking of reclassification
Expenditures	**BUDGETED** Professional Development LCFF Supplemental 5000	**ESTIMATED ACTUAL** Professional Development - included in goal 1 LCFF Supplemental 0

Action 3

Actions/Services	**PLANNED** Develop and continually improve an effective Career Technical Educational Plan	**ACTUAL** 24 Students currently enrolled in a CTE program
Expenditures	**BUDGETED** Counseling Services LCFF Supplemental 91041 Online licenses for A-G Courses through Cyber High Lottery 10000 Additional online licenses for A-G Courses through Cyber High One-time Unrestricted 5830	**ESTIMATED ACTUAL** Counseling Services - included in goal 2 LCFF Supplemental 0 Online licenses for A-G Courses through Cyber High Lottery 10000 Additional online licenses for A-G Courses through Cyber High LCFF Base 5830

Action 4

Actions/Services	**PLANNED** Continually improve standards-based Modern Language Program	**ACTUAL** Continually improve standards-based Modern Language Program - included in goal 1
Expenditures	**BUDGETED** Professional Development LCFF Supplemental 10000	**ESTIMATED ACTUAL** Professional Development LCFF Supplemental 0

ANALYSIS

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	DCA is still working on implementing a full CTE program that offers certificates to students to help them in their post-secondary endeavors.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	DCA created baselines of data in 15-16 and 16-17 and further analysis throughout the life of the LCAP will help determine the overall effectiveness of DCA's goals and measurable outcomes. Any changes needed during the life of the LCAP will be reflected in each Annual Update.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	The biggest changes have to do with reporting certain types of expenses under previous goals.
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.	All goal 3 actions/services will be ongoing goals in the 3 year LCAP in the updated Goals 1 and 2. Additionally, DCA now has only 3 goals instead of 5 with Goal 1 addressing "Conditions of Learning" and Goal 2 addressing "Pupil Outcomes".

Annual Update   LCAP Year Reviewed: 2016-17

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

Goal 4	Expand opportunities to increase parental involvement, collaboration, and community partnerships.

State and/or Local Priorities Addressed by this goal:	STATE	☐ 1	☐ 2	☒ 3	☐ 4	☐ 5	☐ 6	☐ 7	☐ 8
	COE	☐ 9	☐ 10						
	LOCAL								

ANNUAL MEASURABLE OUTCOMES

EXPECTED

A. Increase in participation of Stakeholder Advisory Committee meeting quarterly; 5% increase in parent/family volunteers; 5% increase parent/family attendance to parent conferences , DELAC, DAC

B.
1. 95% participation in transition activities
2. 5% increase in participation in post-secondary education planning
3. 5% decrease in drop outs
4. Maintain/ increase Graduation Rates
5. 5% increase in attendance to college

C.
1. 2% increase in government grants
2. 2% increase in private grants/donations
3. 2% increase in community/booster funding
4. Increase in participation of Community Business Partnerships

ACTUAL

A. Stakeholders meeting participation increased compared with last year; Parent Volunteers:1

B.
1. Transition Participation: 42 students
2. Increased participation: 5 meetings throughout year for FAFSA support and post-secondary education planning
3. Graduation Rates: 83% graduation rate, an increase of 11%
4. Drop out rates decreased in 16-17 from 14.41% to 7.3%
5. College Attendance Rates to be tracked differently in the future to be able to better report this information; 2 students received $10,000 scholarships to attend college

C.
1. Grants increased to include the new College Readiness grant
2. 20% increase in donations received for a total of $4663
3. 3% increase in community funding for a total of $122
4. Maintained partnership participation with SCOE, MJC, and Denair Ed Foundation

ACTIONS / SERVICES

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

Action 1

Actions/Services

PLANNED	ACTUAL
Continually improve family and community involvement	Continually improve family and community involvement

Expenditures

BUDGETED	ESTIMATED ACTUAL
Parent outreach services One-time Unrestricted 11500	Parent outreach services LCFF Base 9700

Action 2

Actions/Services

PLANNED	ACTUAL
Increase outreach partnerships to provide direct/indirect support to students, staff, and community	Increase outreach partnerships to provide direct/indirect support to students, staff, and community

Expenditures

BUDGETED	ESTIMATED ACTUAL
Ongoing website maintenance LCFF Base 1200	Ongoing website maintenance LCFF Base 1200

Action 3

Actions/Services

PLANNED	ACTUAL
Increase ELD support and Increase computer access for English learner parents	Increase ELD support and Increase computer access for English learner parents

Expenditures

BUDGETED	ESTIMATED ACTUAL
Extra classified hours for parent outreach LCFF Supplemental 301	Extra classified hours for parent outreach LCFF Supplemental 928

Action 4

Actions/Services

PLANNED	ACTUAL
Ongoing communication with Multi-agencies for foster youth	Ongoing communication with Multi-agencies for foster youth

Expenditures

BUDGETED	ESTIMATED ACTUAL
Extra classified hours for ongoing communication LCFF Base 309	Extra classified hours for ongoing communication LCFF Base 310

Action 5

Actions/Services

PLANNED	ACTUAL
Intervention and Remedial Support; Ensure smooth transitions for foster youth	Intervention and Remedial Support; Ensure smooth transitions for foster youth

Expenditures

BUDGETED	ESTIMATED ACTUAL
Summer Program LCFF Supplemental 2000	Summer Program LCFF Supplemental 2000

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.	DCA is always working to improve involvement and communication with students, parents, and the community.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	DCA created baselines of data in 15-16 and 16-17 and further analysis throughout the life of the LCAP will help determine the overall effectiveness of DCA's goals and measurable outcomes. Any changes needed during the life of the LCAP will be reflected in each Annual Update.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	There weren't any materials differences between budget and actuals for Goal 4.
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.	All goal 4 actions/services will be ongoing goals in the 3 year LCAP in the updated Goals 2 and 3. Additionally, DCA now has only 3 goals instead of 5 with Goal 2 addressing "Pupil Outcomes" and Goal 3 addressing "Engagement".

Annual Update   LCAP Year Reviewed: 2016-17

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

Goal 5	All students have the desire and motivation to attend Denair Charter Academy consistently.

State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
A. Music Program: 5% increase in participation B. 1. 3% increase in participation in clubs 2. Increase in participation in annual student council training workshop Grades 4-8 C. 1. 2% increase in attendance rates when under 95%; 1% increase in attendance rates when 95-98%; 2. 5% decrease in pupil expulsion rates 3. Increase in student participation of community events 4. 5% decrease in chronic absenteeism 5. 5% decrease in suspension days	A. Band Participation: 2% (7 students), increased from 15-16 of 5 students B. 1. Club Participation: 14% (44 students), maintained from 15-16 2. Student Council plan to be created in 17-18 C. 1. 102.84%, an increase of 1.7% 2. 0% expulsion rates, maintained from 15-16 3. Increase in student participation through the Love in Action Group 4. 20.9%, a decrease of 0.04% 5. Suspension days: 3, an increase of 3 from 15-16

ACTIONS / SERVICES

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

Action   1

Actions/Services	PLANNED Continually improve services that promote self-confidence, integrity, positive decision making, community pride, and responsible citizenry	ACTUAL Continually improve services that promote self-confidence, integrity, positive decision making, community pride, and responsible citizenry
Expenditures	BUDGETED Citizen Awards/Recognition One-time Unrestricted 200	ESTIMATED ACTUAL Citizen Awards/Recognition One-time Unrestricted 750

Action 2

Actions/Services	PLANNED Continually improve student involvement	ACTUAL Continually improve student involvement
Expenditures	BUDGETED Positive Behavior Interventions and Support Lottery 2620 Field Trips One-time Unrestricted 500	ESTIMATED ACTUAL Positive Behavior Interventions and Support Lottery 2870 Field Trips One-time Unrestricted 500

Action 3

Actions/Services	PLANNED Continually improve smooth transitions	ACTUAL Continually improve smooth transitions
Expenditures	BUDGETED Transition Activities/Graduation Supplies, Staffing, and Security LCFF Base 4401	ESTIMATED ACTUAL Transition Activities/Graduation Supplies, Staffing, and Security LCFF Base 4500

Action 4

Actions/Services	PLANNED Continually improve Music Program	ACTUAL Continually improve Music Program
Expenditures	BUDGETED Instructional Materials One-time Unrestricted 150	ESTIMATED ACTUAL Instructional Materials Lottery 250

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.	DCA is continually trying to improve student involvement in the school. This year, DCA opened it's Student Resource Center which has had many more students staying on campus during school hours and being more involved.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	DCA created baselines of data in 15-16 and 16-17 and further analysis throughout the life of the LCAP will help determine the overall effectiveness of DCA's goals and measurable outcomes. Any changes needed during the life of the LCAP will be reflected in each Annual Update.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	There weren't any material differences between budget and actuals.
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.	All goal 5 actions/services will be ongoing goals in the 3 year LCAP in the updated Goals 1 and 3. Additionally, DCA now has only 3 goals instead of 5 with Goal 1 addressing "Conditions of Learning" and Goal 3 addressing "Engagement".

Stakeholder Engagement

LCAP Year   ☒ 2017–18   ☐ 2018–19   ☐ 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

Due to being a part of a small school District where all stakeholders are involved in multiple committees, Denair Charter Academy (DCA) decided to participate in the District's Stakeholder Advisory Committee to help eliminate multiple commitments for stakeholders. These Stakeholder Advisory Committee meetings included DCA Parents, DCA Staff, District Board members, Denair Unified Teachers' Association (DUTA) representatives, California School Employees' Association (CSEA) representatives and community members.

District-wide stakeholder meetings:
2/22/17
All stakeholders provided a numerical listing of priorities for District's Goal 1 (Conditions of Learning)
Concerns: (1) Looking for college prep options; and (2) looking for more variety in CTE courses.
3/29/17
All stakeholders provided a numerical listing of priorities for District's Goals 2 and 3 (Pupil Outcomes and Engagement)
Concerns: (1) What types of interventions will be available for students who need help
5/18/17
Draft LCAP was shared and reviewed

District English Learner Advisory Committee (DELAC) meetings:
4/27/17
Title III and other funding discussed; Draft LCAP was shared and reviewed

No additional questions were asked by stakeholders, but if they had been the Superintendent would have responded in writing.

DCA held staff meetings to discuss how the school's goals and objectives could be translated to grade-level goals and objectives.

IMPACT ON LCAP AND ANNUAL UPDATE

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

Throughout the 2016-2017 school year, the new goals, objectives, and metrics were being drafted and reviewed with input and support from stakeholders.

Consolidated the number of objectives within each goal and updated objectives based on stakeholder input: Combined highly qualified staff and professional development, combined all curriculum to 1 objective, combined RFEP/reclassification/tracking of Englisher Learners to 1 objective, combined Facilities and equipment replacement, and combined intervention for all subgroups to 1 objective.
2/22/17
(1) Edmentum to be the service of choice for 17-18 offering online classes instead of previous options available to increase A-G course access; and (2) implementation of Woodshop, Culinary Arts, and other CTE options that include certifications in the programs.
3/29/17

(1) NWEA is being implemented to help the District determine which students need additional help and at what tier levels; Response to Intervention (RTI) will then be utilized to provide differentiated instruction to those students needing help instead of referring to a Student Support Team for Special Services right away

Staff meeting discussions centered around programming concerns that needed to be addressed in order to improve DCA outcomes related to LCAP goals and objectives such as addressing intervention needs throughout the school site and setting up benchmark assessments to determine where students are throughout the year.

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.

☐ New	☒ Modified	☐ Unchanged

Goal 1	Provide all stakeholders the necessary resources to successfully implement and continually improve state standards in a personalized and safe learning environment.

State and/or Local Priorities Addressed by this goal:

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

Identified Need

A. Employ highly qualified staff and continually improve the qualifications of staff in each position

B. Students will have full access to ELA, math, Science, Social Science, ELD, World Language, and Physical Education instruction and state standards for each subject will be fully implemented

C. Continually improve functional, safe and clean classrooms, facilities, and ground including new and modernized facilities and maintain Equipment Replacement Reserve

D. Develop and continually improve the District's wellness Policy

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
A. Data on: 1. Percentage of staff highly qualified in their positions 2. Number of staff retained each school year 3. Rate of staff receiving professional development relevant to their positions B. Data on: 1. California Assessment of Student Performance and Progress (CAASPP – statewide assessments)	A. 1. 100% of staff are highly qualified in their positions 2. 83% of staff retained from 2015-2016 3. 90% of staff receiving professional development as of 5/18/17 B. 1. Baseline ELA: 20% with Level 3+ scores and 33% with Level 1 scores; Baseline Math: 4% with Level 3+ scores and 80% with Level 1 scores	A. 1. Maintain number of staff highly qualified in their positions 2. Retain at least 3% more staff when compared to 2016-2017 3. Develop key criteria/standards/procedures to tailor employee training B. 1. CAASPP: Increase by 5% in Level 3+ scores in each subject area; decrease by 5% in Level 1 scores in each subject area	A. 1. Maintain/Increase number of staff highly qualified in their positions 2. Retain at least 3% more staff when compared to 2017-2018 3. Develop key criteria/standards/procedures to tailor employee training B. 1. CAASPP: Increase by 5% in Level 3+ scores in each subject area; decrease by 5% in Level 1 scores in each subject area	A. 1. Maintain/Increase number of staff highly qualified in their positions 2. Retain at least 3% more staff when compared to 2018-2019 3. Develop key criteria/standards/procedures to tailor employee training B. 1. CAASPP: Increase by 5% in Level 3+ scores in each subject area; decrease by 5% in Level 1 scores in each subject area

2. A-G Course Completion 3. District audit and inventory of instructional materials 4. Number of students being reclassified based on CELDT, renaissance place benchmarks, and/or administrator and parent coordination 5. California Science Test (CST) 6. Fitness Exam 7. Student Participation in World Language C. Data on: 1. School Safety Inspection Checklist and Facility Inspection Tool 2. Master Facilities Plan 3. Master Equipment Plan D. Participation in Wellness Committee	2. No A-G Coursework at this time, but plan to increase access through virtual classes offered 3. 100% Sufficient Textbooks and Instructional Materials 4. 9 students reclassified 5. CST baseline: 35% scoring proficient/advanced 6. Baseline: Aerobic Capacity: 30.0% in Healthy Fit Zone (HFZ), Body Composition: 35.0% in HFZ, Abdominal Strength: 60.0% in HFZ, Truck Extension Strength: 100% in HFZ, Upper Body Strength: 40.0& in HFZ, Flexibility: 35.0% in HFZ 7. World Language: 5.3% participation C. 1. Baseline: 98% 2. Begin Developing master facilities plan 3. 11.9% additional equipment was replaced in 2016-2017 D. Develop a wellness committee and track participation	2. Create a baseline of students completing A-G courses 3. Students will have access to ELA and math textbooks and curriculum that is 100% aligned with state standards, Survey staff for effectiveness for state aligned social science, modern language, and physical education materials which students will have sufficient access to, Develop a science curriculum committee to choose a pilot program that is 100% aligned with state standards, 4. Maintain/Increase the percentage of students being reclassified 5. CST: Increase by 3% for those students scoring Proficient and Advanced 6. Maintain/Increase the percentage of students passing each component in the fitness exam 7. Increase by 5% when comparing the number of students enrolled in World Language to total enrollment C . 1. Maintain/Increase in rate of safe, clean, sustainable and attractive classrooms 2. Finalize master facilities plan 3. Develop a master equipment plan, maximize state/local funding to purchase new equipment D. Maintain/Increase participation in the wellness committee	2. Increase by 5% in students completing A-G courses 3. Survey staff for effectiveness for state aligned ELA, math, modern language, and physical education materials which students will have sufficient access to, Students will have access to science textbooks and curriculum that is 100% aligned with state standards, Develop a social science curriculum committee to choose a pilot program that is 100% aligned with state standards 4. Increase by 5% in students being reclassified 5. CST: Increase by 3% for those students scoring proficient and Advanced 6. Maintain/Increase the percentage of students passing each component in the fitness exam, 7 . Increase by 5% when comparing the number of students enrolled in Modern Language to total enrollment C. 1. Maintain/Increase in rate of safe, clean, sustainable and attractive classrooms 2. Address at least one need identified in the master facilities plan 3. Maintain reserve levels equal to at least two years of identified equipment replacement needs; maximize state/local funding to purchase new equipment D. Maintain/Increase participation in the wellness committee	2. Increase by 5% in students completing A-G courses 3. Survey staff for effectiveness of state aligned ELA, math, science, modern language, and physical education materials which students will have sufficient access to, Students will have access to social science textbooks and curriculum that is 100% aligned with state standards 4. Increase by 5% in students being reclassified 5. CST: Increase by 3% for those students scoring Proficient and Advanced 6. Maintain/Increase the percentage of students passing each component in the fitness exam, Survey staff for effectiveness for state aligned physical education materials which students will have sufficient access to 7. Increase by 5% when comparing the number of students enrolled in Modern Language to total enrollment C. 1. Maintain/Increase in rate of safe, clean, sustainable and attractive classrooms 2. Address at least one need identified in the master facilities plan 3. Maintain reserve levels equal to at least two years of identified equipment replacement needs; maximize state/local funding to purchase new equipment D. Maintain/Increase participation in the wellness committee

PLANNED ACTIONS / SERVICES

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

Action **1**

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

Students to be Served	☒ All ☐ Students with Disabilities	☐ [Specific Student Group(s)]
Location(s)	☐ All Schools ☒ Specific Schools: Denair Charter Academy	☐ Specific Grade spans:

OR

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

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Employ highly qualified staff and provide them with the necessary tools to complete their duties while continually improving the qualifications of staff in each position	Employ highly qualified staff and provide them with the necessary tools to complete their duties while continually improving the qualifications of staff in each position	Employ highly qualified staff and provide them with the necessary tools to complete their duties while continually improving the qualifications of staff in each position

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	1125443	Amount	1156955	Amount	1189350
Source	LCFF Base	Source	LCFF Base	Source	LCFF Base
Budget Reference	Teachers, Counselors, Support/Clerical Staff, Administrative Staff, Substitutes, Benefit Plans	Budget Reference	Teachers, Counselors, Support/Clerical Staff, Administrative Staff, Substitutes, Benefit Plans	Budget Reference	Teachers, Counselors, Support/Clerical Staff, Administrative Staff, Substitutes, Benefit Plans
Amount	123528	Amount	15000	Amount	15000

Source	One-time Unrestricted	Source	LCFF Supplemental	Source	LCFF Supplemental
Budget Reference	Professional Development	Budget Reference	Additional Professional Development	Budget Reference	Additional Professional Development
Amount	12200	Amount		Amount	
Source	LCFF Supplemental	Source		Source	
Budget Reference	Additional Professional Development	Budget Reference		Budget Reference	

Action   2

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

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

Location(s)
☐ All Schools   ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served
☒ English Learners   ☒ Foster Youth   ☒ Low Income

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

Location(s)
☐ All Schools   ☒ Specific Schools: Denair Charter Academy   ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
Employ highly qualified staff and provide them with the necessary tools to complete their duties while continually improving the qualifications of staff in each Supplemental position	Employ highly qualified staff and provide them with the necessary tools to complete their duties while continually improving the qualifications of staff in each position	Employ highly qualified staff and provide them with the necessary tools to complete their duties while continually improving the qualifications of staff in each position

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	176849	Amount	185913	Amount	191118
Source	LCFF Supplemental	Source	LCFF Supplemental	Source	LCFF Supplemental
Budget Reference	Supplemental Teachers, Substitutes, Benefit Plans	Budget Reference	Supplemental Teachers, Substitutes, Benefit Plans	Budget Reference	Supplemental Teachers, Substitutes, Benefit Plans
Amount	12500	Amount	20000	Amount	25000
Source	Educator Effectiveness	Source	LCFF Supplemental	Source	LCFF Supplemental
Budget Reference	Supplemental Services	Budget Reference	Professional Development	Budget Reference	Professional Development
Amount	4000	Amount		Amount	
Source	LCFF Supplemental	Source		Source	
Budget Reference	Professional Development	Budget Reference		Budget Reference	
Amount	11346	Amount		Amount	
Source	Educator Effectiveness	Source		Source	
Budget Reference	Additional Professional Development	Budget Reference		Budget Reference	
Amount	15000	Amount		Amount	
Source	College Readiness	Source		Source	
Budget Reference	Additional Professional Development	Budget Reference		Budget Reference	

Action   3

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

Students to be Served	☐ All ☒ Students with Disabilities ☐ [Specific Student Group(s)]
Location(s)	☐ All Schools ☒ Specific Schools: Denair Charter Academy ☐ Specific Grade spans:

OR

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

Students to be Served	☐ English Learners	☐ Foster Youth	☐ Low Income

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

Location(s)	☐ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Employ highly qualified staff and provide them with the necessary tools to complete their duties while continually improving the qualifications of staff in each Special Education position	Employ highly qualified staff and provide them with the necessary tools to complete their duties while continually improving the qualifications of staff in each Special Education position	Employ highly qualified staff and provide them with the necessary tools to complete their duties while continually improving the qualifications of staff in each Special Education position

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	73950	Amount	76021	Amount	78149
Source	Special Education	Source	Special Education	Source	Special Education
Budget Reference	Special Education Teachers, Substitutes, Benefit Plans	Budget Reference	Special Education Teachers, Substitutes, Benefit Plans	Budget Reference	Special Education Teachers, Substitutes, Benefit Plans

Action **4**

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

Students to be Served	☒ All	☐ Students with Disabilities	☐ [Specific Student Group(s)]

Location(s)	☐ All Schools	☒ Specific Schools: Denair Charter Academy	☐ Specific Grade spans:

OR

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

Students to be Served	☐ English Learners	☐ Foster Youth	☐ Low Income	

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

Location(s)	☐ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Students will have full access to ELA, Math, ELD, Science, Social Science, Physical Education, World Language, and Visual and Performing Arts instruction and state standards for each subject will be fully implemented	Students will have full access to ELA, Math, ELD, Science, Social Science, Physical Education, World Language, and Visual and Performing Arts instruction and state standards for each subject will be fully implemented	Students will have full access to ELA, Math, ELD, Science, Social Science, Physical Education, World Language, and Visual and Performing Arts instruction and state standards for each subject will be fully implemented

BUDGETED EXPENDITURES

	2017-18		**2018-19**		**2019-20**
Amount	103704	Amount	2500	Amount	2500
Source	One-time Unrestricted	Source	LCFF Base	Source	LCFF Base
Budget Reference	Curriculum/Books/Supplies	Budget Reference	Curriculum/Books/Supplies	Budget Reference	Curriculum/Books/Supplies
Amount	2200	Amount	15000	Amount	15000
Source	LCFF Base	Source	LCFF Supplemental	Source	LCFF Supplemental
Budget Reference	Curriculum/Books/Supplies	Budget Reference	Supplies/Technology	Budget Reference	Supplies/Technology
Amount	14623	Amount	20000	Amount	20000
Source	LCFF Supplemental	Source	Lottery	Source	Lottery
Budget Reference	Supplies/Technology	Budget Reference	Materials and Instructional Programs	Budget Reference	Materials and Instructional Programs

Amount	17592	Amount	12000	Amount	12000
Source	Lottery	Source	Lottery Prop 20	Source	Lottery Prop 20
Budget Reference	Materials and Instructional Programs	Budget Reference	Instructional Materials	Budget Reference	Instructional Materials
Amount	11800	Amount		Amount	
Source	Lottery Prop 20	Source		Source	
Budget Reference	Instructional Materials	Budget Reference		Budget Reference	

Action 5

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

Students to be Served ☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s) ☐ All Schools ☒ Specific Schools: Denair Charter Academy ☐ Specific Grade spans:

OR

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

Students to be Served ☐ English Learners ☐ Foster Youth ☐ Low Income

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

Location(s) ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Continually improve functional, safe and clean classrooms, facilities, and grounds including new and	Continually improve functional, safe and clean classrooms, facilities, and grounds including new and	Continually improve functional, safe and clean classrooms, facilities, and grounds including new and

modernized facilities and maintaining the reserve for equipment maintenance and replacement	modernized facilities and maintaining the reserve for equipment maintenance and replacement	modernized facilities and maintaining the reserve for equipment maintenance and replacement

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	56224	Amount	60000	Amount	60000
Source	Maintenance	Source	Maintenance	Source	Maintenance
Budget Reference	Facility maintenance and repairs	Budget Reference	Facility maintenance and repairs	Budget Reference	Facility maintenance and repairs
Amount	31940	Amount	35000	Amount	35000
Source	LCFF Base	Source	LCFF Base	Source	LCFF Base
Budget Reference	Ongoing Utilities	Budget Reference	Ongoing Utilities	Budget Reference	Ongoing Utilities
Amount	248420	Amount	250000	Amount	250000
Source	Maintenance	Source	Maintenance	Source	Maintenance
Budget Reference	Custodial/Grounds/Maintenance Supplies/Services/Repairs	Budget Reference	Custodial/Grounds/Maintenance Supplies/Services/Repairs	Budget Reference	Custodial/Grounds/Maintenance Supplies/Services/Repairs
Amount	85625	Amount	10000	Amount	10000
Source	One-time Unrestricted	Source	LCFF Base	Source	LCFF Base
Budget Reference	Equipment Replacement and Maintenance	Budget Reference	Reserve for Equipment Replacement	Budget Reference	Reserve for Equipment Replacement
Amount	114356	Amount	5000	Amount	5000
Source	One-time Unrestricted	Source	LCFF Supplemental	Source	LCFF Supplemental
Budget Reference	Facility Updates	Budget Reference	Supplemental Equipment	Budget Reference	Supplemental Equipment
Amount	4800	Amount	10000	Amount	10000
Source	LCFF Supplemental	Source	Lottery	Source	Lottery
Budget Reference	Supplemental Equipment	Budget Reference	Equipment Maintenance	Budget Reference	Equipment Maintenance
Amount	9500	Amount		Amount	

Source	Lottery	Source		Source	
Budget Reference	Equipment Maintenance	Budget Reference		Budget Reference	

Action   **6**

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

Students to be Served

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

Location(s)

☐ All Schools ☒ Specific Schools: Denair Charter Academy ☐ Specific Grade spans:

OR

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

Students to be Served

☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)

☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Develop and continually improve the wellness policy	Continually improve the wellness policy	Continually improve the wellness policy

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	750	Amount	750	Amount	750
Source	LCFF Base	Source	LCFF Base	Source	LCFF Base

Budget Reference	Meeting Supplies		Budget Reference	Meeting Supplies		Budget Reference	Meeting Supplies

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

☐ New	☒ Modified	☐ Unchanged

Goal 2	All students have the right to a safe and healthy environment to achieve social, emotional, and academic success and will engage their individual learning styles to acquire 21st Century Skills as they pursue higher education or Career Technical Pathways.

State and/or Local Priorities Addressed by this goal:

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

Identified Need

A. Implement and continually improve Intervention Support for Low Income students, Remedial Support and access to Social Services for Foster Youth students, English Learner Development support prior to being reclassified, and a process for two-year tracking of English Learners after they have been reclassified

B. Improve services that promote physical, emotional and mental health while instilling a sense of self-confidence, integrity, positive decision-making, community pride, and responsible citizenry

C. Develop and continually improve an effective Career Technical Educational Plan

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
A. Data on: 1. Participation in Intervention 2. Percentage of students being tracked after reclassification 3. Ratio of bilingual staff and EL learners B. Data on: 1. Suspensions 2. Expulsions 3. Chronic Absenteeism 4. Participation in Clubs 5. Participation in Athletics 6. California Healthy Kids Survey	A. 1. Intervention participation: 15% 2. 100% of students being tracked after reclassification 3. Increased ratio to 4:1 ELD students to bilingual staff B. 1. 15-16 Suspensions: 2% (7 students) 2. 15-16: 0 expulsions 3. 20.9% a 0.04% decrease from pervious year 15-16 4. Participation in Clubs: 14% 5. Participation in Athletics: 0%	A. 1. Maintain/Increase number of students participating in Intervention Services provided by the District 2. Maintain/Increase number of students being tracked after reclassification 3. Increase by 3% ratio of bilingual staff to ELD students B. Data on: 1. 5% decrease in suspension days district-wide	A. 1. Maintain/Increase number of students participating in Intervention Services provided by the District 2. Maintain/Increase number of students being tracked after reclassification 3. Increase by 3% ratio of bilingual staff to ELD students B. Data on: 1. 5% decrease in suspension days district-wide	A. 1. Maintain/Increase number of students participating in Intervention Services provided by the District 2. Maintain/Increase number of students being tracked after reclassification 3. Increase by 3% ratio of bilingual staff to ELD students B. Data on: 1. 5% decrease in suspension days district-wide

7. Participation in Child Nutrition Program C. 1. Increase by 5% in students earning a CTE certificate	6. CHKS: 74% response rate; 58% students feel connected and 84% feel safe 7. Child Nutrition Program participation: 51% C. Certificates to be offered through Woodshop and Culinary classes; baseline to be determined in 17-18	2. 5% decrease in pupil expulsion rates 3. 5% decrease in chronic absenteeism 4. 3% increase in participation in clubs; Increase in participation in annual student council training workshop Grades 4-8 5. 2% increase in participation in athletic programs Grades 7-12 6. Increase by 1% in response rate; Increase by 5% the rate of students who feel connected, and Increase by 3% the rate of students who feel safe 7. 5% increase in participation in Child Nutrition Program C. Create a baseline of data	2. 5% decrease in pupil expulsion rates 3. 5% decrease in chronic absenteeism 4. 3% increase in participation in clubs; Increase in participation in annual student council training workshop Grades 4-8 5. 2% increase in participation in athletic programs Grades 7-12 6. Increase by 1% in response rate; Increase by 5% the rate of students who feel connected, and Increase by 3% the rate of students who feel safe 7. 5% increase in participation in Child Nutrition Program C. Increase by 5% in students earning a CTE certificate	2. 5% decrease in pupil expulsion rates 3. 5% decrease in chronic absenteeism 4. 3% increase in participation in clubs; Increase in participation in annual student council training workshop Grades 4-8 5. 2% increase in participation in athletic programs Grades 7-12 6. Increase by 1% in response rate; Increase by 5% the rate of students who feel connected, and Increase by 3% the rate of students who feel safe 7. 5% increase in participation in Child Nutrition Program C. Increase by 5% in students earning a CTE certificate

PLANNED ACTIONS / SERVICES

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

Action   **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]
Location(s)	☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☐ LEA-wide ☒ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All Schools ☒ Specific Schools: Denair Charter Academy ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Increase intervention support for Low Income students, Remedial Support for Foster Youth students, and a two-year tracking process after English Learners are reclassified	Increase intervention support for Low Income students, Remedial Support for Foster Youth students, and a two-year tracking process after English Learners are reclassified	Increase intervention support for Low Income students, Remedial Support for Foster Youth students, and a two-year tracking process after English Learners are reclassified

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	11409	Amount	15000	Amount	15000
Source	LCFF Supplemental	Source	LCFF Supplemental	Source	LCFF Supplemental
Budget Reference	Summer Intervention Program	Budget Reference	Summer Intervention Program	Budget Reference	Summer Intervention Program
Amount	6763	Amount	10000	Amount	10000
Source	LCFF Base	Source	LCFF Base	Source	LCFF Base
Budget Reference	Summer Intervention Program	Budget Reference	Summer Intervention Program	Budget Reference	Summer Intervention Program
Amount	35154	Amount	35000	Amount	35000
Source	LCFF Supplemental	Source	LCFF Supplemental	Source	LCFF Supplemental
Budget Reference	Supplemental Support and Assessments	Budget Reference	Supplemental Support and Assessments	Budget Reference	Supplemental Support and Assessments

Action   **2**

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

Students to be Served	☒ All	☐ Students with Disabilities	☐ [Specific Student Group(s)]
Location(s)	☐ All Schools	☒ Specific Schools: Denair Charter Academy	☐ Specific Grade spans:

OR

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

Students to be Served	☐ English Learners	☐ Foster Youth	☐ Low Income

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

Location(s)	☐ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Improve services that promote physical, emotional and mental health while instilling a sense of self-confidence, integrity, positive decision-making, community pride, and responsible citizenry	Improve services that promote physical, emotional and mental health while instilling a sense of self-confidence, integrity, positive decision-making, community pride, and responsible citizenry	Improve services that promote physical, emotional and mental health while instilling a sense of self-confidence, integrity, positive decision-making, community pride, and responsible citizenry

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	20898	Amount	21379	Amount	21870
Source	LCFF Base	Source	LCFF Base	Source	LCFF Base
Budget Reference	Campus Supervisor/Security	Budget Reference	Campus Supervisor/Security	Budget Reference	Campus Supervisor/Security
Amount	115432	Amount	120000	Amount	120000
Source	Special Education	Source	Special Education	Source	Special Education
Budget Reference	Special Education Services	Budget Reference	Special Education Services	Budget Reference	Special Education Services
Amount	600	Amount	600	Amount	600
Source	LCFF Base	Source	LCFF Base	Source	LCFF Base
Budget Reference	Healthy Food Options through Food Service	Budget Reference	Healthy Food Options through Food Service	Budget Reference	Healthy Food Options through Food Service

Amount	13149	Amount	15000	Amount	15000
Source	LCFF Base	Source	LCFF Base	Source	LCFF Base
Budget Reference	Nursing Services	Budget Reference	Nursing Services	Budget Reference	Nursing Services
Amount	41123	Amount	45000	Amount	45000
Source	LCFF Supplemental	Source	LCFF Supplemental	Source	LCFF Supplemental
Budget Reference	Counseling Services	Budget Reference	Counseling Services	Budget Reference	Counseling Services
Amount	600	Amount	600	Amount	600
Source	Lottery	Source	Lottery	Source	Lottery
Budget Reference	Healthy Food Options through Food Service	Budget Reference	Healthy Food Options through Food Service	Budget Reference	Healthy Food Options through Food Service
Amount	150	Amount	150	Amount	150
Source	Lottery	Source	Lottery	Source	Lottery
Budget Reference	Medical Supplies	Budget Reference	Medical Supplies	Budget Reference	Medical Supplies

Action   **3**

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

Students to be Served   ☒ All   ☐ Students with Disabilities   ☐ [Specific Student Group(s)]

Location(s)   ☐ All Schools   ☒ Specific Schools: Denair Charter Academy   ☐ Specific Grade spans:

OR

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

Students to be Served   ☐ English Learners   ☐ Foster Youth   ☐ Low Income

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

Location(s)	☐ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Develop and continually improve the process for students to become college and career ready including A-G Courses and a CTE Plan	Continually improve the process for students to become college and career ready including A-G Courses and a CTE Plan	Continually improve the process for students to become college and career ready including A-G Courses and a CTE Plan

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	105830	Amount	6000	Amount	6000
Source	One-time Unrestricted	Source	LCFF Base	Source	LCFF Base
Budget Reference	CTE planning and development including one-time purchases of curriculum	Budget Reference	CTE planning and development	Budget Reference	CTE planning and development
Amount	25000	Amount	25000	Amount	25000
Source	College Readiness	Source	LCFF Supplemental	Source	LCFF Supplemental
Budget Reference	Online A-G courses to allow students to be college ready	Budget Reference	Online A-G courses to allow students to be college ready	Budget Reference	Online A-G courses to allow students to be college ready
Amount	25000	Amount	78820	Amount	81027
Source	College Readiness	Source	LCFF Supplemental	Source	LCFF Supplemental
Budget Reference	One-time supplies and professional development for A-G courses	Budget Reference	Counseling Services	Budget Reference	Counseling Services
Amount	76673	Amount	5000	Amount	5000
Source	LCFF Supplemental	Source	Lottery	Source	Lottery
Budget Reference	Counseling Services	Budget Reference	Additional online courses	Budget Reference	Additional online courses
Amount	4298	Amount		Amount	

Source	Lottery	Source		Source	
Budget Reference	Additional online courses	Budget Reference		Budget Reference	

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

☐ New	☒ Modified	☐ Unchanged

Goal 3	Expand opportunities to inrease parental involvement, collaboration, and community partnerships while motivating all students to have the desire to attend Denair Charter Academy consistently.

State and/or Local Priorities Addressed by this goal:

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

Identified Need

A. Continually improve student, family, and community involvement

B. Increase outreach partnerships to provide direct/indirect support to students, staff, and community

C. Continually improve smooth transitions between grade levels, school sites, and programs/services

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
A. Data on: 1. Student Average Daily Attendance 2. Parent Volunteers 3. Participation in school events B. Data on: 1. New grants received 2. New partnerships established C. Data on: 1. Drop out rates 2. Graduation rates 3. Participation in transition activities	A. 1. Attendance: 102.84% 2. Parent Volunteers: 1 3. Adult Participation in school events: 23 B. 1. 2. C. 1. 17 drop outs; 7.3% 2. Graduation Rate: 83% 3. Participation Transition Activities: 14% (47 students)	A. Data on: 1. 2% increase in attendance rates when under 95%; 1% increase in attendance rates when 95-98% 2. 5% increase in parent/family volunteers 3. Increase in participation of Stakeholder Advisory Committee meeting quarterly; 5% increase parent/family attendance to parent conferences, ELAC, DELAC, DAC; Increase in student participation of community events B. Data on:	A. Data on: 1. 2% increase in attendance rates when under 95%; 1% increase in attendance rates when 95-98% 2. 5% increase in parent/family volunteers 3. Increase in participation of Stakeholder Advisory Committee meeting quarterly; 5% increase parent/family attendance to parent conferences, ELAC, DELAC, DAC; Increase in student participation of community events B. Data on:	A. Data on: 1. 2% increase in attendance rates when under 95%; 1% increase in attendance rates when 95-98% 2. 5% increase in parent/family volunteers 3. Increase in participation of Stakeholder Advisory Committee meeting quarterly; 5% increase parent/family attendance to parent conferences, ELAC, DELAC, DAC; Increase in student participation of community events B. Data on:

		1. 2% increase in government grants; 2% increase in private grants/donations 2. 2% increase in community/booster funding; Increase in participation of Community Business Partnership Program C. Data on: 1. 1% decrease in drop outs 2. Maintain/ increase Graduation Rates 3. 95% participation in transition activities	1. 2% increase in government grants; 2% increase in private grants/donations 2. 2% increase in community/booster funding; Increase in participation of Community Business Partnership Program C. Data on: 1. 1% decrease in drop outs 2. Maintain/ increase Graduation Rates 3. 95% participation in transition activities	1. 2% increase in government grants; 2% increase in private grants/donations 2. 2% increase in community/booster funding; Increase in participation of Community Business Partnership Program C. Data on: 1. 1% decrease in drop outs 2. Maintain/ increase Graduation Rates 3. 95% participation in transition activities

PLANNED ACTIONS / SERVICES

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

Action   **1**

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

Students to be Served   ☒ All   ☐ Students with Disabilities   ☐ [Specific Student Group(s)]

Location(s)   ☐ All Schools   ☐ Specific Schools: Denair Charter Academy   ☐ Specific Grade spans:

OR

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

Students to be Served   ☐ English Learners   ☐ Foster Youth   ☐ Low Income

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

Location(s)   ☐ All Schools   ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18   **2018-19**   **2019-20**

☐ New	☒ Modified	☐ Unchanged	☐ New	☐ Modified	☒ Unchanged	☐ New	☐ Modified	☒ Unchanged
Continually improve student, family, and community involvement			Continually improve student, family, and community involvement			Continually improve student, family, and community involvement		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	14930	Amount	15000	Amount	15000
Source	LCFF Base	Source	LCFF Base	Source	LCFF Base
Budget Reference	Parent Communication/Outreach	Budget Reference	Parent Communication/Outreach	Budget Reference	Parent Communication/Outreach
Amount	2220	Amount	5000	Amount	5000
Source	Lottery	Source	Lottery	Source	Lottery
Budget Reference	Student Incentives/Field Trips	Budget Reference	Student Incentives/Field Trips	Budget Reference	Student Incentives/Field Trips

Action 2

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

Students to be Served: ☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s): ☐ All Schools ☒ Specific Schools: Denair Charter Academy ☐ Specific Grade spans:

OR

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

Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income

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

Location(s): ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Increase outreach partnerships to provide direct/indirect support to students, staff, and community	Increase outreach partnerships to provide direct/indirect support to students, staff, and community	Increase outreach partnerships to provide direct/indirect support to students, staff, and community

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	2770	Amount	5000	Amount	5000
Source	LCFF Base	Source	LCFF Base	Source	LCFF Base
Budget Reference	Outreach partnerships/services	Budget Reference	Outreach partnerships/services	Budget Reference	Outreach partnerships/services

Action **3**

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

Students to be Served
☒ All   ☐ Students with Disabilities   ☐ [Specific Student Group(s)]

Location(s)
☐ All Schools   ☒ Specific Schools: Denair Charter Academy   ☐ Specific Grade spans:

OR

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

Students to be Served
☐ English Learners   ☐ Foster Youth   ☐ Low Income

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

Location(s)
☐ All Schools   ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20

☐ New	☒ Modified	☐ Unchanged	☐ New	☐ Modified	☒ Unchanged	☐ New	☐ Modified	☒ Unchanged

Continually improve smooth transitions between grade levels, school sites, and programs/services	Continually improve smooth transitions between grade levels, school sites, and programs/services	Continually improve smooth transitions between grade levels, school sites, and programs/services

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	5063	Amount	5000	Amount	5000
Source	LCFF Base	Source	LCFF Base	Source	LCFF Base
Budget Reference	Graduation materials/services	Budget Reference	Graduation materials/services	Budget Reference	Graduation materials/services

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year   ☒ 2017–18   ☐ 2018–19   ☐ 2019–20

Estimated Supplemental and Concentration Grant Funds: $276,165   Percentage to Increase or Improve Services: 13.74%

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).

Denair Charter Academy is currently funding services for low income, foster youth, and English Learner pupils at/above the calculated target rates in a charter-wide manner by maintaining low class sizes charter-wide and providing a program that focuses on at-risk students. By maintaining low class sizes, Denair Charter Academy can better meet the needs of low income, foster youth, and English learner pupils. Additionally, the selected college and career readiness program will be implemented at the beginning of the LCAP year for use throughout the year by students, parents, and staff. A Positive Behavior Interventions and Support Committee will continue to improve services that promote self-confidence, integrity, positive decision making, community pride, and responsible citizenry. Supplemental and concentration funds will also be used to pay for extra classified hours for community and parent outreach, mental health and social/emotional interns with the University, technology for student and parent use, parent meeting supplies, and various professional development activities for staff. Additionally, DCA will implement NWEA and RTI to increase and improve services for low income, foster youth, and English Learner pupils.

As Denair Charter Academy's funding was previously reduced by the state, services for low income, foster youth, and English learner pupils were not reduced proportionally; therefore, Denair Charter Academy will maintain its improved services at no less than the Schools' Supplemental and Concentration target rate relating to the designated pupils illustrated above.

Based on the Minimum Proportionality Percentage calculator, Denair Charter Academy should be providing services for the unduplicated pupils at 13.74% calculated by the target Supplemental and Concentration funds divided by the Base grant funds. However, Denair Charter Academy is maintaining its improved services to unduplicated pupils at the Supplemental and Concentration target rates for a higher proportionality than is required:

Supplemental and Concentration Services/Base Services = Proportionality Rate: $590,000/$2,757,140 = 21.4%

Revised Local Control and Accountability Plan and Annual Update Template Instructions

[Addendum](#)

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. For school districts and county offices of education, the LCAP is a three-year plan which is reviewed and updated in the second and third years of the plan. 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 Education Code. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

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

Instructions: Linked Table of Contents

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

Plan Summary

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

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

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

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

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year**: This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (*http://www.cde.ca.gov/fg/ac/sa/*). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for

the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP. Minor typographical errors may be corrected.

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

> Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

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

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

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

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

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Education Code 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. Education Code requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, Education Code Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to "LEA-wide."

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

- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", place a check mark next to "Limited to Student Groups".

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

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

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

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

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

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the Goals, Actions, and

Services section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to 5 *CCR* 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* 15496(a)(7).

Consistent with the requirements of 5 *CCR* 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 for English Language Arts
      b. Mathematics – Common Core State Standards for Mathematics
      c. English Language Development
      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 UC or 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 CELDT;
   E. The English learner reclassification rate;
   F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
   G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:
   A. School attendance rates;
   B. Chronic absenteeism rates;

    C. Middle school dropout rates;
    D. High school dropout rates; and
    E. High school graduation rates;

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

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:
    A. S broad course of study including courses described under 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 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 *Education Code* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

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

    (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.

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

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

(b) "Middle School dropout rate" shall be calculated as set forth in *California Code of Regulations*, title 5, Section 1039.1.

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

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

    (2) The total number of cohort members.

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

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

    (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

    (2) The total number of cohort members.

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

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

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

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

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

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

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

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

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

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *Education Code* 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 *Education Code* 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 *Education Code* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *Education Code* Section 42238.01?
6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* 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 *Education Code* sections 42238.01 and bgroups as defined in 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 *Education Code* Section 52052?

11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *Education Code* 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?