

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.

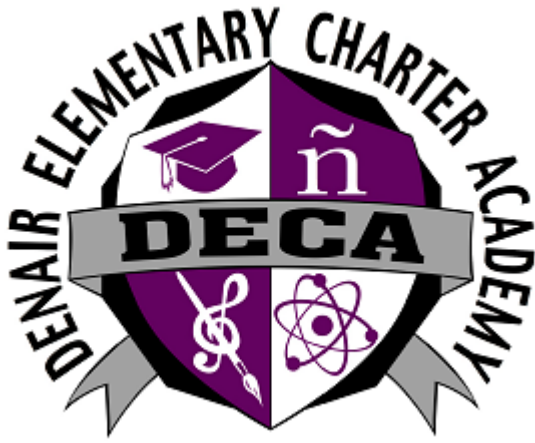
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|------------------------|---|-----------------|--|
| LEA Name | Denair Elementary Charter Academy | | |
| Contact Name and Title | Linda Covello Chief Business Officer | Email and Phone | lcovello@dusd.k12.ca.us (209)632-7514 |

2017-20 Plan Summary

THE STORY

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

The mission of DECA is to provide students with an engaging, nurturing, equitable learning environment, that promotes the development of skills necessary for the 21st century. DECA provides students with the opportunity to reach their full academic potential through critical thinking, effective communication, creativity and collaboration, with a multicultural and multilingual emphasis. DECA facilitates students' educational and personal growth by nurturing and supporting a partnership of students, teachers, families and the community; by building upon research-based educational philosophies. Moreover, DECA designs its academic core through the instructional blocks called "CORE" and elective blocks called "ADVENTURES". The core activities consist of English/language arts; math; science; social studies; and physical education. The elective pathways include, but are not limited to, world/foreign languages, drama, music, art, and dance. In addition, all of the educational experiences are based on thematically integrating character development, technology, and career/college readiness and awareness. Our vision is to provide a learning environment where students of all socio-economic levels and ethnic backgrounds embrace education, exhibit compassion, and accept personal responsibility. The targeted student population consists of families desiring a positive and innovative change in public education with an emphasis on individualized seat time-based instructional support integrating a standards based academic core with visual and performing arts, world/foreign languages, technology, and character development. DECA also recognizes that there are two institutions of learning; the home and the school. Currently the DECA pupil demographics are as follows: 45.75% Latino, 46.76% Anglo or White, .61% Asian, .20% Am Indian/Alaskan Nat, Black/African American .81%, . DECA institutes a comprehensive recruitment and marketing campaign to ensure that its demographics represent those of the District. DECA's dual "two-way" immersion program brings together native speakers of Spanish, with native speakers of English, in the same classroom. Both groups of students develop fluency and literacy in both languages. The early grades are taught mostly in Spanish. The amount of English-language instruction increases as the children progress through the grades. English-language instruction typically reaches 50 percent by fifth grade.



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 DECA's priorities with ease.

This year's LCAP highlights 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 acronym's included with the LCAP:

API - Academic Performance Index
 CAASPP- California Assessment of Student Performance and Progress
 CAST- California Science Test
 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
 DAC- District Advisory Committee
 DECA- Denair Elementary Charter Academy
 DELAC- District English Learner Advisory Committee
 DUSD- Denair Unified School District
 DUTA- Denair Unified Teachers' Association
 EC- Education Code
 EL- English Learners
 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
SBAC- Smarter Balance Summative Assessments
SOLOM- Student Oral Language Observation Matrix
V&P- Visual and Performing Arts

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.

All student groups are in the highest percentile (blue) on the state indicators for suspension rates. DECA will continue to utilize Positive Behavior Intervention Supports (PBIS) to maintain the low level of suspension rates.

GREATEST PROGRESS

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?

English Language Arts (ELA) scores for all student groups were low (lower than the District scores) and Math scores for all student groups were low (better than the District scores which were lowest) on the state indicators. DECA is implementing NWEA Measures of Academic Progress to determine student academic readiness levels. Once those levels/tiers have been determined, DECA is also implementing Response to Intervention to help support students making progress academically, socially and emotionally.

GREATEST NEEDS

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?

After comparing all student groups to DECA'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.

PERFORMANCE GAPS

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.

DECA 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, DECA is going to be implementing Parent Institute 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 parent's native language. DECA is also proposing to add a full-time Counselor to provide regular behavior, social, emotional, and academic counseling to all students including those in tier 2 and 3 of PBIS. DECA will also be adding a Health Clerk to help offset the burden on the Nurse and provide improved health services for all students.

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 | \$5,253,873 |
| Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year | \$5,888,779.00 |

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 Food Service (Fund 13) expenditures.

\$4,607,884

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

All stakeholders will be provided with the necessary tools to develop the fullest potential in every student to achieve social, emotional, and academic success.

State and/or Local Priorities Addressed by this goal:

| | | | | | | | | | | | | | | | | |
|-------|-------------------------------------|---|-------------------------------------|----|--------------------------|---|-------------------------------------|---|--------------------------|---|--------------------------|---|-------------------------------------|---|-------------------------------------|---|
| STATE | <input checked="" type="checkbox"/> | 1 | <input checked="" type="checkbox"/> | 2 | <input type="checkbox"/> | 3 | <input checked="" type="checkbox"/> | 4 | <input type="checkbox"/> | 5 | <input type="checkbox"/> | 6 | <input checked="" type="checkbox"/> | 7 | <input checked="" type="checkbox"/> | 8 |
| COE | <input type="checkbox"/> | 9 | <input type="checkbox"/> | 10 | | | | | | | | | | | | |
| LOCAL | | | | | | | | | | | | | | | | |

ANNUAL MEASURABLE OUTCOMES

EXPECTED

- A. Develop/implement key criteria/standards/procedures for clerical levels to tailor employee training and review/update all job descriptions
- B. 100% completion rate of evaluations with appropriate recommendations
- C. CAASPP: 5% increase in Level 3+ scores; 5% decrease in Level 1 scores
- D. CELDT: 5% Increase in students being redesignated based on CELDT and/or Renaissance Place Benchmarks
- E. RFEP: 5% increase in students obtaining RFEP status through CELDT scores, SOLOM, and administrator/parent coordination
- F. Instructional Materials Inventory: Science & Social Science texts and curriculum will be 100% aligned with state standards
- G. CST: 5% increase for those students scoring Proficient and Advanced
- H. Maintain or increase participation in Social Science Program
- I. Maintain or increase participation in SES/Intervention programs

ACTUAL

- A. Plan to track professional development for all staff going forward: Baseline of 78.84% of DECA staff receiving professional development as of 5/18/2017
- B. Due to administration turnover, evaluations to be completed in the 2017-18 school year
- C. 16-17 Scores expected to be released shortly; Baseline ELA 15-16: 29% with Level 3+ scores and 47% with Level 1 scores; Baseline Math 15-16: 23% with Level 3+ scores and 46% with Level 1 scores
- D/E. Students reclassified increased by 100% (4 students compared with 2 last year)
- F. 100% Sufficient Textbooks and Instructional Materials
- G. Baseline CST 15-16: Ad/Pro: 52%
- H. Maintained participation in social science programs
- I. Participation in Intervention programs: 31% (155 students)
- J. 100% Participation in World Language
- K. Modern Language text and curriculum are 100% aligned with state standards
- L. 4-5 grade-level students received music/band instruction; 2-3 and 5 grade-level students to receive music/band in 17-18

J. All students will receive Modern Language instruction throughout the week

K. Modern Language texts and curriculum will be 100% aligned with state standards

L. All 1-5 grade-level students will receive Band instruction throughout the week

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

N. 5% increase in students passing the five Fitness Gram components Grade 5

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

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

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

R. Reclassification tracking: Increase or maintain the number of students being tracked for reclassification

M. Physical Education text and curriculum are 100% aligned with state standards

N. Baseline PFT 15-16: Aerobic Capacity 39% HFZ, Body Composition 64% HFZ, Abdominal Strength 71% HFZ, Trunk Extension Strength 80% HFZ, Upper-Body Strength 77% HFZ, Flexibility 79% HFZ

O. One-time funding set-aside for equipment replacement needs; two computer labs worth of equipment to be replaced in the next year

P. Maintained the Facilities Inspection Tool (FIT) Score: 97.5%

Q. Modernized the old Tech Building to be used as the Curriculum Room going forward opening up two classrooms for Dual Immersion growth

R. 100% of students tracked after reclassification

[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 Retain highly qualified staff | ACTUAL Retain highly qualified staff |
| Expenditures | BUDGETED Teachers, Support/Clerical Staff, Administrative Staff, Substitutes, Benefit Plans LCFF Base 1,557,497 | ESTIMATED ACTUAL Teachers, Support/Clerical Staff, Administrative Staff, Substitutes, Benefit Plans LCFF Base 1,749,324 |

Teachers, Support/Clerical Staff, Substitutes, Benefit Plans LCFF Supplemental 563,938
 Teachers, Support/Clerical Staff, Substitutes, Benefit Plans Charter Start-up 558,734
 Special Education Teachers, Support/Clerical Staff, Substitutes, Benefit Plans Special Education 289,844
 Food Servers/Cashiers, Substitutes, Benefit Plans Food Service 44,039

Teachers, Support/Clerical Staff, Substitutes, Benefit Plans LCFF Supplemental 537,898
 Teachers, Support/Clerical Staff, Substitutes, Benefit Plans Charter Start-up 436,073
 Special Education Teachers, Support/Clerical Staff, Substitutes, Benefit Plans Special Education 293,461
 Food Servers/Cashiers, Substitutes, Benefit Plans Food Service 45,612

Action **2**

Actions/Services

PLANNED
 Continually improve the qualifications of staff in each position at DECA

BUDGETED
 Professional Development Charter Start-up 15,000
 Professional Development One-time Unrestricted 34,716
 Professional Development LCFF Supplemental 30,416
 Professional Development Educator Effectiveness 11,390
 Additional Professional Development Title I 4,631

ACTUAL
 Continually improve the qualifications of staff in each position at DECA

ESTIMATED ACTUAL
 Professional Development Charter Start-up 22,271
 Professional Development Special Education 768
 Professional Development LCFF Supplemental 30,538
 Professional Development Educator Effectiveness 0
 Additional Professional Development Title I 0

Expenditures

Action **3**

Actions/Services

PLANNED
 Fully implement and continually improve K-12 reading/language arts implementation of the State Standards

BUDGETED
 Curriculum Copies Lottery 6,100
 Professional Development LCFF Supplemental 2,281

ACTUAL
 Fully implement and continually improve K-12 reading/language arts implementation of the State Standards

ESTIMATED ACTUAL
 Curriculum Copies Lottery 4,000
 Professional Development - Included in Professional Development objective above LCFF Supplemental 0
 Instructional Materials Lottery Prop 20 7,546
 Instructional/Reading Materials Charter Start-up 6,500
 Supplemental Instructional Materials LCFF Supplemental 3,000

Expenditures

Action **4**

Actions/Services

PLANNED
 Fully implement and continually improve K-12 math implementation of the State Standards

BUDGETED
 Professional Development One-time Unrestricted 3,150

ACTUAL
 Fully implement and continually improve K-12 math implementation of the State Standards

ESTIMATED ACTUAL
 Professional Development - Included in Professional Development Objective above One-time Unrestricted 0

Expenditures

Professional Development LCFF Supplemental 578

Professional Development - Included in Professional Development Objective above LCFF Supplemental 0
 Instructional Materials Lottery Prop 20 8,502
 Supplemental Materials LCFF Supplemental 11,000
 Additional Instructional Materials Lottery 2,000

Action **5**

PLANNED
 Actions/Services Increase Intervention Support

BUDGETED
 Expenditures Intervention for other students who struggle LCFF Supplemental 1,159
 Additional intervention for other students who struggle Title I 636

ACTUAL
 Actions/Services Increase Intervention Support

ESTIMATED ACTUAL
 Expenditures Intervention for other students who struggle LCFF Supplemental 2,863
 Additional intervention for other students who struggle Title I 0

Action **6**

PLANNED
 Actions/Services Fully implement and continually improve ELD implementation of the State Standards

BUDGETED
 Expenditures Additional staff hours and materials needed to improve English Learner program LCFF Supplemental 10,843
 Bilingual Aide to support and improve the ELD implementation Title III 15,738

ACTUAL
 Actions/Services Fully implement and continually improve ELD implementation of the State Standards

ESTIMATED ACTUAL
 Expenditures Additional staff hours and materials needed to improve English Learner program LCFF Supplemental 16,146
 Bilingual Aide to support and improve the ELD implementation Title III 14,410

Action **7**

PLANNED
 Actions/Services Continually improve standards-based Science Program

BUDGETED
 Expenditures Materials to improve the standards-based Science Program Lottery 9,801

ACTUAL
 Actions/Services Continually improve standards-based Science Program

ESTIMATED ACTUAL
 Expenditures Materials to improve the standards-based Science Program Lottery 2,000

Action **8**

PLANNED
 Actions/Services Continually improve standards-based Modern Language Program

BUDGETED
 Expenditures Dual-Immersion supplemental materials LCFF Supplemental 3,882
 Professional Development LCFF Supplemental 5,003

ACTUAL
 Actions/Services Continually improve standards-based Modern Language Program

ESTIMATED ACTUAL
 Expenditures Dual-Immersion supplemental materials Charter Start-up 54,688
 Professional Development - Included in Professional Development objective above LCFF Supplemental 0

Action **9**

| | | |
|------------------|---|---|
| Actions/Services | PLANNED Increase access to Social Services | ACTUAL Increase access to Social Services |
| Expenditures | BUDGETED Increased access through Counselor/Learning Director Charter Start-up 36,095 | ESTIMATED ACTUAL Increased access through Counselor/Learning Director Charter Start-up 74,013 |

Action **10**

| | | |
|------------------|--|---|
| Actions/Services | PLANNED Science adoptions aligned with Next Generation Science Standards | ACTUAL Science adoptions aligned with Next Generation Science Standards |
| Expenditures | BUDGETED Supplemental Materials Lottery 2,900 Instructional Materials Lottery Prop 20 7,241 | ESTIMATED ACTUAL Supplemental Materials - Science Materials included above Lottery 0 Instructional Materials Lottery Prop 20 300 |

Action **11**

| | | |
|------------------|--|--|
| Actions/Services | PLANNED Modern Language adoptions aligned with the State Standards | ACTUAL Modern Language adoptions aligned with the State Standards |
| Expenditures | BUDGETED Textbooks Charter Start-up 7,000 Workbooks Lottery Prop 20 2,100 | ESTIMATED ACTUAL Textbooks - To be ordered in 17-18 Charter Start-up 0 Workbooks - To be ordered in 17-18 Lottery Prop 20 0 |

Action **12**

| | | |
|------------------|---|--|
| Actions/Services | PLANNED Fully implement and continually improve the process for two-year tracking of reclassification | ACTUAL Fully implement and continually improve the process for two-year tracking of reclassification |
| Expenditures | BUDGETED Professional Development LCFF Supplemental 5,000 | ESTIMATED ACTUAL Professional Development - Included in Professional Development objective above LCFF Supplemental 0 |

Action **13**

| | | |
|------------------|--|---|
| Actions/Services | PLANNED Continually improve standards-based Visual and Performing Arts Program | ACTUAL Continually improve standards-based Visual and Performing Arts Program |
| Expenditures | BUDGETED Charter Elective Supplies Charter Start-up 5,000 | ESTIMATED ACTUAL Charter Elective Supplies LCFF Supplemental 5,000 |

Action **14**

| | | |
|------------------|--|---|
| Actions/Services | PLANNED Continually improve standards-based Social Science Program | ACTUAL Continually improve standards-based Social Science Program |
| Expenditures | BUDGETED Instructional Materials Lottery 9,063 | ESTIMATED ACTUAL Instructional Materials Lottery 500 |

Action **15**

| | | |
|------------------|---|--|
| Actions/Services | PLANNED Social Science adoptions aligned with the State Standards | ACTUAL Social Science adoptions aligned with the State Standards |
| Expenditures | BUDGETED Textbooks/Workbooks Charter Start-up 500 | ESTIMATED ACTUAL Textbooks/Workbooks - Included in Social Science objective above Charter Start-up 0 |

Action **16**

| | | |
|------------------|---|--|
| Actions/Services | PLANNED Physical Education curriculum aligned with state frameworks and continually improve standards-based Physical Education Program | ACTUAL Physical Education curriculum aligned with state frameworks and continually improve standards-based Physical Education Program |
| Expenditures | BUDGETED Physical Education curriculum and supplies Lottery Prop 20 10,046 Additional Physical Education curriculum and supplies LCFF Supplemental 6,000 Outside services to improve the Physical Education program One-time Unrestricted 1,270 | ESTIMATED ACTUAL Physical Education curriculum and supplies Lottery 700 Additional Physical Education curriculum and supplies LCFF Supplemental 0 Outside services to improve the Physical Education program One-time Unrestricted 0 |

Action **17**

| | | |
|------------------|---|---|
| Actions/Services | PLANNED Continually provide functional, safe, and clean classrooms, facilities, and grounds | ACTUAL Continually provide functional, safe, and clean classrooms, facilities, and grounds |
| Expenditures | BUDGETED Maintenance Supplies/Equipment/Charter Share of Custodial and Maintenance services Maintenance 189,402 Ongoing Utilities LCFF Base 92,623 | ESTIMATED ACTUAL Maintenance Supplies/Equipment/Charter Share of Custodial and Maintenance services Maintenance 103,932 Ongoing Utilities LCFF Base 89,214 |

Action **18**

| | | |
|------------------|--|---|
| Actions/Services | PLANNED Maintain Equipment Replacement Reserve | ACTUAL Maintain Equipment Replacement Reserve |
|------------------|--|---|

| | | |
|--------------|---|---|
| Expenditures | BUDGETED | ESTIMATED ACTUAL |
| | Reserve for Equipment Replacement/Maintenance Charter Start-up 14,000 | Reserve for Equipment Replacement/Maintenance Charter Start-up 16,000 |
| | Reserve for Equipment Replacement/Maintenance Lottery 13,000 | Reserve for Equipment Replacement/Maintenance Lottery 19,500 |
| | Reserve for Equipment Replacement/Maintenance Maintenance 178 | Reserve for Equipment Replacement/Maintenance Maintenance 0 |

Action **19**

| | | |
|------------------|---|--|
| Actions/Services | PLANNED | ACTUAL |
| | Provide new and modernized facilities | Provide new and modernized facilities |
| Expenditures | BUDGETED | ESTIMATED ACTUAL |
| | Facility Updates/Repairs Maintenance 10,532 | Facility Updates/Repairs Maintenance 7,000 |
| | Charter Share of Facility Charges/Services LCFF Base 82,340 | Charter Share of Facility Charges/Services LCFF Base 342,205 |

Action **20**

| | | |
|------------------|--|---|
| Actions/Services | PLANNED | ACTUAL |
| | Develop and continually improve DECA’s wellness policy | Develop and continually improve DECA’s wellness policy |
| Expenditures | BUDGETED | ESTIMATED ACTUAL |
| | Meeting Supplies and after hours for food service/wellness staff Food Service 2493 | Meeting Supplies and extra hours for food service/wellness staff Food Service 832 |

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. | DECA 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 DECA. |
| 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 DECA's goal pertaining to social, emotional, and academic success. DECA 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 DECA'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.

DECA salaries and benefits increased overall due to a 5% restoration of the salary schedules in November, 2016.

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, DECA's LCAP now has 3 goals instead of only 2 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 stakeholders will experience and help to support the positive, interactive climate being fostered at DECA.

State and/or Local Priorities Addressed by this goal:

| | | | | | | | | | | | | | | | | |
|-------|--------------------------|---|--------------------------|----|-------------------------------------|---|--------------------------|---|-------------------------------------|---|-------------------------------------|---|--------------------------|---|--------------------------|---|
| STATE | <input type="checkbox"/> | 1 | <input type="checkbox"/> | 2 | <input checked="" type="checkbox"/> | 3 | <input type="checkbox"/> | 4 | <input checked="" type="checkbox"/> | 5 | <input checked="" type="checkbox"/> | 6 | <input type="checkbox"/> | 7 | <input type="checkbox"/> | 8 |
| COE | <input type="checkbox"/> | 9 | <input type="checkbox"/> | 10 | | | | | | | | | | | | |
| LOCAL | | | | | | | | | | | | | | | | |

ANNUAL MEASURABLE OUTCOMES

EXPECTED

- A. Maintain increased student access to the library
- B. 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
- C. Increase in participation in annual student council training workshop Grades 4-5
- D.
 - 1. 5% increase in participation in Child Nutrition Program
 - 2. 100% follow-up on medical/health services for targeted students
- E.
 - 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 Partnership Program
- F.
 - 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. 5% decrease in chronic absenteeism
 - 4. Increase in student participation of community events

ACTUAL

- A. Maintained student access to the library
- B. Increased parent participation in all areas (120 volunteers)
- C. Maintained student participation in student council (same number of student officers)
- D.
 - 1. Child Nutrition Program Participation Rate:40%
 - 2. 100% follow-up on medical/health services for targeted students
- E.
 - 1. DECA applied for additional federal Charter Start-up funds and should find out if they received them in June, 2017
 - 2. Decreased by 1% to \$13,703
 - 3. Maintained community funding
 - 4. Maintained community business partnership participation through SCOE
- F.
 - 1. Attendance rates: Maintained attendance of 95% (95.63% in 16-17 compared to 95.72% in 15-16)
 - 2. Pupil expulsion rates: Maintained expulsion rate of 0%
 - 3. Chronic absenteeism: Decreased by 12% (8% in 16-17 compared to 20% in 15-16)
 - 4. Maintained student participation
 - 5. Suspension Days: Increase of 4 days (27 days in 16-17 compared to 23 days in 15-16)

5. 5% decrease in suspension days
 G. 80% participation in Kindergarten Round-up; 95% participation in transition activities

G. Maintained 100% participation in student Kinder Round-up activities on the first day of school

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.

| | | |
|--|---|---|
| <p>Action 1</p> <p>Actions/Services</p> <p>Expenditures</p> | <p>PLANNED Continually improve family and community involvement</p> <p>BUDGETED Extra classified hours for translation and child care to increase parent involvement at DECA LCFF Supplemental 123 Parent Communication and Outreach Charter Start-up 10,000 Additional Parent Communication and Outreach Lottery 10,000 Parent Meeting Supplies One-time Unrestricted 410</p> | <p>ACTUAL Continually improving family and community involvement</p> <p>ESTIMATED ACTUAL Extra classified hours for translation and child care to increase parent involvement at DECA LCFF Supplemental 123 Parent Communication and Outreach Charter Start-up 0 Additional Parent Communication and Outreach Lottery 10,000 Parent Meeting Supplies LCFF Supplemental 1,000</p> |
| <p>Action 2</p> <p>Actions/Services</p> <p>Expenditures</p> | <p>PLANNED Continually improve student involvement</p> <p>BUDGETED Transportation for home to school and other activities LCFF Supplemental 10,000</p> | <p>ACTUAL Continually improving student involvement</p> <p>ESTIMATED ACTUAL Transportation for home to school and other activities LCFF Supplemental 15,000</p> |
| <p>Action 3</p> <p>Actions/Services</p> <p>Expenditures</p> | <p>PLANNED Continually improve services that promote physical, emotional and mental health</p> <p>BUDGETED Nursing services and medical supplies LCFF Base 30,884 Special Education services/Speech Pathologist Special Education 528,913</p> | <p>ACTUAL Continually improving services that promote physical, emotional and mental health</p> <p>ESTIMATED ACTUAL Nursing services and medical supplies LCFF Base 31,544 Special Education services/Speech Pathologist Special Education 554,211</p> |
| <p>Action 4</p> | | |

| | | |
|-------------------------|--|---|
| <p>Actions/Services</p> | <p>PLANNED Continually improve services that promote self-confidence, integrity, positive decision making, community pride, and responsible citizenry</p> | <p>ACTUAL Continually improving services that promote self-confidence, integrity, positive decision making, community pride, and responsible citizenry</p> |
| <p>Expenditures</p> | <p>BUDGETED Positive Behavioral Interventions and Support LCFF Supplemental 1,000</p> | <p>ESTIMATED ACTUAL Positive Behavioral Interventions and Support LCFF Supplemental 1,000</p> |
| <p>Action 5</p> | | |
| <p>Actions/Services</p> | <p>PLANNED Increase outreach partnerships to provide direct/indirect support to students, staff, and community</p> | <p>ACTUAL Continually seeking outside partnerships to better serve students/community</p> |
| <p>Expenditures</p> | <p>BUDGETED Field Trips Lottery 1,476</p> | <p>ESTIMATED ACTUAL Field Trips Lottery 1,500</p> |
| <p>Action 6</p> | | |
| <p>Actions/Services</p> | <p>PLANNED Continually improve ELD support and increase computer access for English Learner parents</p> | <p>ACTUAL Continually improving ELD support</p> |
| <p>Expenditures</p> | <p>BUDGETED Additional classified hours and benefits LCFF Supplemental 1,542</p> | <p>ESTIMATED ACTUAL Additional classified hours and benefits LCFF Supplemental 1,542</p> |
| <p>Action 7</p> | | |
| <p>Actions/Services</p> | <p>PLANNED Increased student access to the library</p> | <p>ACTUAL Library hours remain extended and a little free library was donated this year</p> |
| <p>Expenditures</p> | <p>BUDGETED Additional library supplies One-time Unrestricted 1,760 Additional library supplies Charter Start-up 3,500</p> | <p>ESTIMATED ACTUAL Additional library supplies One-time Unrestricted 0 Additional library supplies Charter Start-up 1,600</p> |
| <p>Action 8</p> | | |
| <p>Actions/Services</p> | <p>PLANNED Ongoing communication with Multi-Agencies</p> | <p>ACTUAL Ongoing communication with Multi-Agencies</p> |
| <p>Expenditures</p> | <p>BUDGETED Extra Classified Hours LCFF Supplemental 309</p> | <p>ESTIMATED ACTUAL Extra Classified Hours LCFF Supplemental 2,285</p> |
| <p>Action 9</p> | | |
| <p>Actions/Services</p> | <p>PLANNED</p> | <p>ACTUAL</p> |

| | Continually improve smooth transitions | Continually improve smooth transitions |
|--------------|--|---|
| Expenditures | BUDGETED Kinder Round-up/ Transition Activities Charter Start-up 5,000 | ESTIMATED ACTUAL Kinder Round-up/ Transition Activities LCFF Supplemental 1,000 |

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. | Most areas have been implemented and will be improved upon throughout the three year LCAP. DECA is also looking into better ways of tracking involvement. |
| Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA. | The only area DECA stakeholders feel we could improve in measuring our actions/services would be to continue surveying students, parents, and staff to determine areas of need/improvement. |
| Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. | Special Education expenses increased due to an increase in Special Education enrollment. |
| 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, the only difference being that multiple actions/services were rolled into one action within the same goal for easier reporting. Additionally, DECA's LCAP now has 3 goals instead of only 2 with Goal 2 addressing "Pupil Outcomes" 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 Elementary Charter Academy (DECA) decided to participate in the District's Stakeholder Advisory Committee to help eliminate multiple commitments for stakeholders. These Stakeholder Advisory Committee meetings included DECA Parents, DECA Staff, District Board members, Denair Unified Teachers' Association (DUTA) representatives, California School Employees' Association (CSEA) representatives, DECA Students and community members.

District-wide stakeholder meetings:

2/22/17

All stakeholders provided a numerical listing of priorities for DECA's Goal 1 (Conditions of Learning)

Concerns: (1) Curriculum for Dual-Language and continuation of Dual-Language options at the Secondary Level

3/29/17

All stakeholders provided a numerical listing of priorities for DECA'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.

DECA 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 English Learners to 1 objective, combined Facilities and equipment replacement, and combined intervention for all subgroups to 1 objective.

2/22/17

(1) Advanced Spanish courses added to the DMS Master Schedule and DHS Master Schedule to help articulate dual-immersion for DECA students after they leave the site

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 DECA 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

All stakeholders will be provided with the necessary tools to develop the fullest potential in every student to achieve academic success.

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, ELD, Science, World Language, Visual and performing arts, Social Science, 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. 96.3% of staff are highly qualified in their positions 2. 73.5% of staff were retained from 2015-2016 3. 78% of staff have attended Professional Development as of 5/18/17 B. 1. Baseline ELA: 29% with Level 3+ scores and 47% with Level 1 scores; Baseline Math: 23% with Level 3+ scores and 46% with Level 1 scores | A. 1. Maintain/Increase 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 | 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. District audit and inventory of instructional materials
3. Number of students being reclassified based on CELDT, renaissance place benchmarks, and/or administrator and parent coordination
4. California Science Test (CST)
5. Fitness Exam
6. Student Participation in World Language
7. Student Participation in Visual and Performing Arts

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. 100% Sufficient Textbooks and Instructional Materials
3. 4 students reclassified
4. CST baseline: 52% scoring proficient/advanced
5. Baseline: Aerobic Capacity 47.0% in Healthy Fit Zone (HFZ), Body Composition 77.1% HFZ, Abdominal Strength 85.5% HFZ, Truck Extension Strength 96.4% HFZ, Upper Body Strength: 92.8% HFZ, Flexibility 95.2% HFZ
6. Baseline: 100% of students receiving World Language
7. Baseline: 9.6% students in band this year

- C. 1. Baseline: 97.5%
2. Begin Developing master facilities plan
 3. 51.4% additional equipment was replaced in 2016-2017

D. Develop a wellness committee and track participation

2. 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 modern language, social science, 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,
3. Maintain/Increase the percentage of students being reclassified
4. CST: Increase by 3% for those students scoring Proficient and Advanced
5. Maintain/Increase the percentage of students passing each component in the fitness exam,
6. Increase by 5% when comparing the number of students enrolled in World Language to total enrollment
7. Increase by 5% in participation of Band instruction grade 5

- 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

- Level 1 scores in each subject area
2. 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
 3. Increase by 5% in students being reclassified
 4. CST: Increase by 3% for those students scoring proficient and Advanced
 5. Maintain/Increase the percentage of students passing each component in the fitness exam,
 - 6 . Increase by 5% when comparing the number of students enrolled in Modern Language to total enrollment,
 7. Increase by 5% in participation of Band instruction grade 5

- 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. 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
3. Increase by 5% in students being reclassified
4. CST: Increase by 3% for those students scoring Proficient and Advanced
5. 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
6. Increase by 5% when comparing the number of students enrolled in Modern Language to total enrollment
7. Increase by 5% in participation of Band instruction grade 5

- 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:

| | | | |
|------------------------------|---|--|---|
| <u>Students to be Served</u> | <input checked="" type="checkbox"/> All | <input type="checkbox"/> Students with Disabilities | <input type="checkbox"/> <u>[Specific Student Group(s)]</u> |
| <u>Location(s)</u> | <input type="checkbox"/> All Schools | <input checked="" type="checkbox"/> Specific Schools: <u>Denair Elementary Charter Academy</u> | <input type="checkbox"/> Specific Grade spans: |

OR

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

| | | | |
|------------------------------|---|--|--|
| <u>Students to be Served</u> | <input type="checkbox"/> English Learners | <input type="checkbox"/> Foster Youth | <input type="checkbox"/> Low Income |
| <u>Scope of Services</u> | <input type="checkbox"/> LEA-wide | <input type="checkbox"/> Schoolwide | OR <input type="checkbox"/> Limited to Unduplicated Student Group(s) |
| <u>Location(s)</u> | <input type="checkbox"/> All Schools | <input type="checkbox"/> Specific Schools: | <input type="checkbox"/> Specific Grade spans: |

ACTIONS/SERVICES

2017-18

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

2018-19

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

2019-20

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

BUDGETED EXPENDITURES

2017-18

| | |
|------------------|-----------|
| Amount | 1662203 |
| Source | LCFF Base |
| Budget Reference | |

2018-19

| | |
|------------------|-----------|
| Amount | 1708745 |
| Source | LCFF Base |
| Budget Reference | |

2019-20

| | |
|------------------|-----------|
| Amount | 1756590 |
| Source | LCFF Base |
| Budget Reference | |

| | | | | | |
|------------------|--|------------------|--|------------------|--|
| | Teachers, Support/Clerical Staff, Administrative Staff, Substitutes, Benefit Plans | | Teachers, Support/Clerical Staff, Administrative Staff, Substitutes, Benefit Plans | | Teachers, Support/Clerical Staff, Administrative Staff, Substitutes, Benefit Plans |
| Amount | 567876 | Amount | 583777 | Amount | 600122 |
| Source | Charter Start-up | Source | LCFF Supplemental | Source | LCFF Supplemental |
| Budget Reference | Dual Immersion Teachers, Support/Clerical Staff, Substitutes, Benefit Plans | Budget Reference | Dual Immersion Teachers, Support/Clerical Staff, Substitutes, Benefit Plans | Budget Reference | Dual Immersion Teachers, Support/Clerical Staff, Substitutes, Benefit Plans |
| Amount | 29420 | Amount | 30097 | Amount | 30789 |
| Source | Food Service | Source | Food Service | Source | Food Service |
| Budget Reference | Food Servers/Cashiers, Substitutes, Benefit Plans | Budget Reference | Food Servers/Cashiers, Substitutes, Benefit Plans | Budget Reference | Food Servers/Cashiers, Substitutes, Benefit Plans |
| Amount | 17500 | Amount | 17500 | Amount | 17500 |
| Source | Lottery | Source | Lottery | Source | Lottery |
| Budget Reference | Tools/Resources necessary for effective performance such as office supplies and training | Budget Reference | Tools/Resources necessary for effective performance such as office supplies and training | Budget Reference | Tools/Resources necessary for effective performance such as office supplies and training |
| Amount | 22353 | Amount | | Amount | |
| Source | Charter Start-up | Source | | Source | |
| Budget Reference | Professional Development | Budget Reference | | Budget Reference | |

Action **2**

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

| | |
|------------------------------|---|
| <u>Students to be Served</u> | <input type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] |
| <u>Location(s)</u> | <input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: <input type="checkbox"/> 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 Elementary Charter Academy Specific Grade spans:

ACTIONS/SERVICES

2017-18

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

2018-19

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

2019-20

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

BUDGETED EXPENDITURES

2017-18

| | |
|------------------|--|
| Amount | 665425 |
| Source | LCFF Supplemental |
| Budget Reference | Teachers, Support/Clerical Staff, Substitutes, Benefit Plans |
| Amount | 31050 |
| Source | LCFF Supplemental |
| Budget Reference | Professional Development |

2018-19

| | |
|------------------|--|
| Amount | 684057 |
| Source | LCFF Supplemental |
| Budget Reference | Teachers, Support/Clerical Staff, Substitutes, Benefit Plans |
| Amount | 35000 |
| Source | LCFF Supplemental |
| Budget Reference | Professional Development |

2019-20

| | |
|------------------|--|
| Amount | 703210 |
| Source | LCFF Supplemental |
| Budget Reference | Teachers, Support/Clerical Staff, Substitutes, Benefit Plans |
| Amount | 40000 |
| Source | LCFF Supplemental |
| Budget Reference | Professional Development |

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 Elementary 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

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

2018-19

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

2019-20

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

BUDGETED EXPENDITURES

2017-18

| | |
|------------------|--|
| Amount | 625555 |
| Source | Special Education |
| Budget Reference | Special Education Teachers, Support/Clerical Staff, Substitutes, Benefit Plans |
| Amount | 776 |
| Source | Special Education |
| Budget Reference | Professional Development |

2018-19

| | |
|------------------|--|
| Amount | 643071 |
| Source | Special Education |
| Budget Reference | Special Education Teachers, Support/Clerical Staff, Substitutes, Benefit Plans |
| Amount | 1000 |
| Source | Special Education |
| Budget Reference | Professional Development |

2019-20

| | |
|------------------|--|
| Amount | 661077 |
| Source | Special Education |
| Budget Reference | Special Education Teachers, Support/Clerical Staff, Substitutes, Benefit Plans |
| Amount | 1000 |
| Source | Special Education |
| Budget Reference | Professional Development |

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 Elementary 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

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

2018-19

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

2019-20

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

BUDGETED EXPENDITURES

2017-18

| | |
|------------------|---------------------------|
| Amount | 184555 |
| Source | One-time Unrestricted |
| Budget Reference | Curriculum/Books/Supplies |
| Amount | 57282 |

2018-19

| | |
|------------------|---------------------------|
| Amount | 30000 |
| Source | LCFF Supplemental |
| Budget Reference | Curriculum/Books/Supplies |
| Amount | 25000 |

2019-20

| | |
|------------------|---------------------------|
| Amount | 30000 |
| Source | LCFF Supplemental |
| Budget Reference | Curriculum/Books/Supplies |
| Amount | 25000 |

| | | | | | |
|------------------|---------------------------|------------------|---------------------------|------------------|---------------------------|
| Source | Charter Start-up | Source | Lottery Prop 20 | Source | Lottery Prop 20 |
| Budget Reference | Curriculum/Books/Supplies | Budget Reference | Curriculum/Books/Supplies | Budget Reference | Curriculum/Books/Supplies |
| Amount | 29699 | Amount | 20000 | Amount | 20000 |
| Source | LCFF Supplemental | Source | Lottery | Source | Lottery |
| Budget Reference | Curriculum/Books/Supplies | Budget Reference | Curriculum/Books/Supplies | Budget Reference | Curriculum/Books/Supplies |
| Amount | 22980 | Amount | 6000 | Amount | 6000 |
| Source | Lottery Prop 20 | Source | Lottery | Source | Lottery |
| Budget Reference | Curriculum/Books/Supplies | Budget Reference | Assessments | Budget Reference | Assessments |
| Amount | 19296 | Amount | 1500 | Amount | 1500 |
| Source | Lottery | Source | LCFF Supplemental | Source | LCFF Supplemental |
| Budget Reference | Curriculum/Books/Supplies | Budget Reference | Technology | Budget Reference | Technology |
| Amount | 6000 | Amount | | Amount | |
| Source | Lottery | Source | | Source | |
| Budget Reference | Assessments | Budget Reference | | Budget Reference | |
| Amount | 1500 | Amount | | Amount | |
| Source | Charter Start-up | Source | | Source | |
| Budget Reference | Technology | 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 Elementary 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

- New Modified Unchanged

Continually improve functional, safe and clean classrooms, facilities, and grounds including new and modernized facilities and maintaining the reserve for equipment maintenance and replacement

2018-19

- New Modified Unchanged

Continually improve functional, safe and clean classrooms, facilities, and grounds including new and modernized facilities and maintaining the reserve for equipment maintenance and replacement

2019-20

- New Modified Unchanged

Continually improve functional, safe and clean classrooms, facilities, and grounds including new and modernized facilities and maintaining the reserve for equipment maintenance and replacement

BUDGETED EXPENDITURES

2017-18

| | |
|------------------|---|
| Amount | 89214 |
| Source | LCFF Base |
| Budget Reference | Ongoing Utilities |
| Amount | 607667 |
| Source | Maintenance |
| Budget Reference | Custodial/Grounds/Maintenance Supplies/Services/Repairs |
| Amount | 35100 |
| Source | LCFF Base |

2018-19

| | |
|------------------|---|
| Amount | 90000 |
| Source | LCFF Base |
| Budget Reference | Ongoing Utilities |
| Amount | 607667 |
| Source | Maintenance |
| Budget Reference | Custodial/Grounds/Maintenance Supplies/Services/Repairs |
| Amount | 35100 |
| Source | LCFF Base |

2019-20

| | |
|------------------|---|
| Amount | 90000 |
| Source | LCFF Base |
| Budget Reference | Ongoing Utilities |
| Amount | 607667 |
| Source | Maintenance |
| Budget Reference | Custodial/Grounds/Maintenance Supplies/Services/Repairs |
| Amount | 35100 |
| Source | LCFF Base |

| | | | | | |
|------------------|-----------------------------------|------------------|-----------------------------------|------------------|-----------------------------------|
| Budget Reference | Reserve for Equipment Replacement | Budget Reference | Reserve for Equipment Replacement | Budget Reference | Reserve for Equipment Replacement |
| Amount | 300000 | Amount | 16000 | Amount | 16000 |
| Source | One-time Unrestricted | Source | LCFF Supplemental | Source | LCFF Supplemental |
| Budget Reference | New buildings for DECA expansion | Budget Reference | Computer Equipment/Technology | Budget Reference | Computer Equipment/Technology |
| Amount | 16000 | Amount | 14500 | Amount | 14500 |
| Source | Charter Start-up | Source | Lottery | Source | Lottery |
| Budget Reference | Computer Equipment/Technology | Budget Reference | Equipment Maintenance | Budget Reference | Equipment Maintenance |
| Amount | 14500 | 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 Elementary 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

New Modified Unchanged

Develop and continually improve the District's wellness policy

2018-19

New Modified Unchanged

Continually improve the District's wellness policy

2019-20

New Modified Unchanged

Continually improve the District's wellness policy

BUDGETED EXPENDITURES

2017-18

| | |
|------------------|--|
| Amount | 1000 |
| Source | LCFF Supplemental |
| Budget Reference | Meeting Supplies and after hours for food service/wellness staff |

2018-19

| | |
|------------------|--|
| Amount | 1000 |
| Source | LCFF Supplemental |
| Budget Reference | Meeting Supplies and after hours for food service/wellness staff |

2019-20

| | |
|------------------|--|
| Amount | 1000 |
| Source | LCFF Supplemental |
| Budget Reference | Meeting Supplies and after hours for food service/wellness staff |

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.

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, Foster Youth Remedial Support, and English Learner Development support prior to reclassification
- B. Continually 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. Implement and continually improve a process for two year tracking of English Learners who have been reclassified

EXPECTED ANNUAL MEASURABLE OUTCOMES

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|--|---|--|--|--|
| A. Data on: 1. Participation in Intervention 2. Bilingual staff compared to the number of English Learner students 3. Percentage of students being tracked after reclassification (same goal at C) 4. NWEA 5. Student receiving RTI based on their NWEA B. Data on: 1. Suspensions 2. Expulsions 3. Chronic Absenteeism | A. 1. Baseline: 155 students (29.3%) 2. Increased ratio to 6:1 ELD students to bilingual staff 3. 100% of students reclassified in 15-16 are being tracked 4. NWEA to be implemented in 17-18 5. RTI to be implemented in 17-18 B. 1. 2% suspensions for 16-17 (as of 5/18/17) | A. 1. Maintain/Increase number of students participating in Intervention Services provided by the district 2. Increase by 3% ratio of bilingual staff to ELD Students 3. Maintain/Increase the number of students being tracked after reclassification 4. Implement and create a baseline of data 5. Implement and create a baseline of data B. Data on: | A. 1. Maintain/Increase number of students participating in Intervention Services provided by the district 2. Increase by 3% ratio of bilingual staff to ELD Students 3. Maintain/Increase the number of students being tracked after reclassification 4. Implement and create a baseline of data 5. Implement and create a baseline of data B. Data on: | A. 1. Maintain/Increase number of students participating in Intervention Services provided by the district 2. Increase by 3% ratio of bilingual staff to ELD Students 3. Maintain/Increase the number of students being tracked after reclassification 4. Implement and create a baseline of data 5. Implement and create a baseline of data B. Data on: |

| | | | | |
|--|--|--|---|---|
| <p>4. Participation in clubs 5. California Healthy Kids Survey 6. Participation on Child Nutrition Program 7. Follow-up on medical/health services</p> <p>C. Percentage of students being tracked after reclassification</p> | <p>2. 0 expulsions for 16-17(as of 5/25/17) 3. 7.9% for 15-16 4. Baseline: 120 (22.6%) 5. Baseline will be determined in 17-18 6. 40% participation (as of 5/15/17) 7. 100% follow up on medical/health services</p> <p>C. 100% of students reclassified in 15-16 are being tracked</p> | <p>1. 5% decrease in suspension days 2. Maintain expulsion rate at 0 3. 5% decrease in chronic absenteeism 4. 3% increase in participation in clubs; Increase participation in annual student council training workshop 4-5 5. Create a baseline of data 6. 5% increase in participation in Child Nutrition Program 7. Maintain follow-up on medical/health services for targeted students</p> <p>C. Maintain/Increase the number of students being tracked after reclassification</p> | <p>1. 5% decrease in suspension days 2. Maintain expulsion rate at 0 3. 5% decrease in chronic absenteeism 4. 3% increase in participation in clubs; Increase participation in annual student council training workshop 4-5 5. 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 6. 5% increase in participation in Child Nutrition Program 7. Maintain follow-up on medical/health services for targeted students</p> <p>C. Maintain/Increase the number of students being tracked after reclassification</p> | <p>1. 5% decrease in suspension days 2. Maintain expulsion rate at 0 3. 5% decrease in chronic absenteeism 4. 3% increase in participation in clubs; Increase participation in annual student council training workshop 4-5 5. 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 6. 5% increase in participation in Child Nutrition Program 7. Maintain follow-up on medical/health services for targeted students</p> <p>C. Maintain/Increase the number of students being tracked after reclassification</p> |
|--|--|--|---|---|

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 Elementary Charter Academy
 Specific Grade spans:

ACTIONS/SERVICES

2017-18

- 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

2018-19

- 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

2019-20

- 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

BUDGETED EXPENDITURES

2017-18

| | |
|------------------|---|
| Amount | 30346 |
| Source | Title I |
| Budget Reference | Summer intervention/bridge program |
| Amount | 89488 |
| Source | Title I |
| Budget Reference | Intervention Teachers, Substitutes, and Benefit Plans |
| Amount | 38352 |
| Source | Title I |
| Budget Reference | Supplemental Intervention Materials |
| Amount | 45922 |
| Source | LCFF Supplemental |
| Budget Reference | EL Support and Assessments |

2018-19

| | |
|------------------|---|
| Amount | 35000 |
| Source | Title I |
| Budget Reference | Summer intervention/bridge program |
| Amount | 91994 |
| Source | Title I |
| Budget Reference | Intervention Teachers, Substitutes, and Benefit Plans |
| Amount | 40000 |
| Source | Title I |
| Budget Reference | Supplemental Intervention Materials |
| Amount | 46978 |
| Source | LCFF Supplemental |
| Budget Reference | EL Support and Assessments |

2019-20

| | |
|------------------|---|
| Amount | 40000 |
| Source | Title I |
| Budget Reference | Summer intervention/bridge program |
| Amount | 94569 |
| Source | Title I |
| Budget Reference | Intervention Teachers, Substitutes, and Benefit Plans |
| Amount | 40000 |
| Source | Title I |
| Budget Reference | Supplemental Intervention Materials |
| Amount | 48059 |
| Source | LCFF Supplemental |
| Budget Reference | EL Support and Assessments |

| | | | | | |
|------------------|------------------------|------------------|------------------------|------------------|------------------------|
| Amount | 16653 | Amount | 17036 | Amount | 17428 |
| Source | Title III | Source | Title III | Source | Title III |
| Budget Reference | Additional EL Supports | Budget Reference | Additional EL Supports | Budget Reference | Additional EL Supports |

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 Elementary 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

New Modified Unchanged

Continually 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

2018-19

New Modified Unchanged

Continually 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

2019-20

New Modified Unchanged

Continually 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

Amount 32177

2018-19

Amount 35000

2019-20

Amount 35000

| | | | | | |
|------------------|--|------------------|--|------------------|--|
| Source | LCFF Base | Source | LCFF Base | Source | LCFF Base |
| Budget Reference | Nursing Services and medical supplies | Budget Reference | Nursing Services and medical supplies | Budget Reference | Nursing Services and medical supplies |
| Amount | 547361 | Amount | 550000 | Amount | 550000 |
| Source | Special Education | Source | Special Education | Source | Special Education |
| Budget Reference | Mental Health/Special Education services including Speech Services | Budget Reference | Mental Health/Special Education services including Speech Services | Budget Reference | Mental Health/Special Education services including Speech Services |
| Amount | 15015 | Amount | 15360 | Amount | 15714 |
| Source | Charter Start-up | Source | LCFF Supplemental | Source | LCFF Supplemental |
| Budget Reference | Campus Supervisor/Security | Budget Reference | Campus Supervisor/Security | Budget Reference | Campus Supervisor/Security |

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: 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 Elementary Charter Academy Specific Grade spans:

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

Implement and continually improve a process for two year tracking of English Learners who have been reclassified

New Modified Unchanged

Continually improve a process for two year tracking of English Learners who have been reclassified

New Modified Unchanged

Continually improve a process for two year tracking of English Learners who have been reclassified

BUDGETED EXPENDITURES

2017-18

| | |
|------------------|---|
| Amount | 587 |
| Source | LCFF Supplemental |
| Budget Reference | Additional hours for tracking English Learners who have been reclassified |

2018-19

| | |
|------------------|---|
| Amount | 1000 |
| Source | LCFF Supplemental |
| Budget Reference | Additional hours for tracking English Learners who have been reclassified |

2019-20

| | |
|------------------|---|
| Amount | 1000 |
| Source | LCFF Supplemental |
| Budget Reference | Additional hours for tracking English Learners who have been reclassified |

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

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

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 and between programs/services
- D. Increase student access to the library and the Spanish/English Lab

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. Participation in transition activities | A. Data on: 1. Attendance: 95% 2. DECA Volunteers: 120 3. DECA Adult participation in school events: 700 B. 1. DECA applied for new federal Charter Start-up Funds, results for the grant should be available June, 2017 2. Baseline partnerships with SCOE C. | 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 | 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 | 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 |

| | | | | |
|--|---|--|--|--|
| | <p>1. 100% student participation in Kindergarten Round-up 2. 95% student participation in transition activities</p> | <p>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</p> <p>C. 1. 80% participation in Kindergarten Round-up; 95% participation in transition activities</p> | <p>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</p> <p>C. 1. 80% participation in Kindergarten Round-up; 95% participation in transition activities</p> | <p>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</p> <p>C. 1. 80% participation in Kindergarten Round-up; 95% participation in transition activities</p> |
|--|---|--|--|--|

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:

| | |
|------------------------------|--|
| <u>Students to be Served</u> | <input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] |
| <u>Location(s)</u> | <input type="checkbox"/> All Schools <input checked="" type="checkbox"/> Specific Schools: <u>Denair Elementary Charter Academy</u> <input type="checkbox"/> Specific Grade spans: |

OR

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

| | |
|------------------------------|---|
| <u>Students to be Served</u> | <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income |
| <u>Scope of Services</u> | <input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s) |
| <u>Location(s)</u> | <input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: <input type="checkbox"/> 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

| | |
|------------------|---|
| Amount | 10000 |
| Source | LCFF Base |
| Budget Reference | Community and Parent Outreach/Communication |
| Amount | 704 |
| Source | LCFF Base |
| Budget Reference | Student Incentives |
| Amount | 15000 |
| Source | LCFF Supplemental |
| Budget Reference | Field Trips/Transportation |
| Amount | 1125 |
| Source | LCFF Supplemental |
| Budget Reference | Additional Parent Communication |
| Amount | 15240 |
| Source | Lottery |
| Budget Reference | Student Incentives/Field Trips |

2018-19

| | |
|------------------|---|
| Amount | 10000 |
| Source | LCFF Base |
| Budget Reference | Community and Parent Outreach/Communication |
| Amount | 1000 |
| Source | LCFF Base |
| Budget Reference | Student Incentives |
| Amount | 15000 |
| Source | LCFF Supplemental |
| Budget Reference | Field Trips/Transportation |
| Amount | 1500 |
| Source | LCFF Supplemental |
| Budget Reference | Additional Parent Communication |
| Amount | 15000 |
| Source | Lottery |
| Budget Reference | Student Incentives/Field Trips |

2019-20

| | |
|------------------|---|
| Amount | 10000 |
| Source | LCFF Base |
| Budget Reference | Community and Parent Outreach/Communication |
| Amount | 1000 |
| Source | LCFF Base |
| Budget Reference | Student Incentives |
| Amount | 15000 |
| Source | LCFF Supplemental |
| Budget Reference | Field Trips/Transportation |
| Amount | 1500 |
| Source | LCFF Supplemental |
| Budget Reference | Additional Parent Communication |
| Amount | 15000 |
| Source | Lottery |
| 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 Elementary 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

New Modified Unchanged

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

2018-19

New Modified Unchanged

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

2019-20

New Modified Unchanged

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

BUDGETED EXPENDITURES

2017-18

Amount: 20000

Source: Charter Start-up

Budget Reference: Contracted Services that promote community involvement and outreach partnerships

2018-19

Amount: 20000

Source: LCFF Supplemental

Budget Reference: Contracted Services that promote community involvement and outreach partnerships

2019-20

Amount: 20000

Source: LCFF Supplemental

Budget Reference: Contracted Services that promote community involvement and outreach partnerships

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 Elementary 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

New
 Modified
 Unchanged

Continually improve smooth transitions between grade levels and between programs/services

2018-19

New
 Modified
 Unchanged

Continually improve smooth transitions between grade levels and between programs/services

2019-20

New
 Modified
 Unchanged

Continually improve smooth transitions between grade levels and between programs/services

BUDGETED EXPENDITURES

2017-18

Amount: 1000

Source: Charter Start-up

Budget Reference: Kinder Roundup/Bridge services to promote smooth transitions

2018-19

Amount: 1000

Source: LCFF Supplemental

Budget Reference: Kinder Roundup/Bridge services to promote smooth transitions

2019-20

Amount: 1000

Source: LCFF Supplemental

Budget Reference: Kinder Roundup/Bridge services to promote smooth transitions

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 Elementary 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

New Modified Unchanged

Increase student access to the library and the Spanish/English Lab

2018-19

New Modified Unchanged

Increase student access to the library and the Spanish/English Lab

2019-20

New Modified Unchanged

Increase student access to the library and the Spanish/English Lab

BUDGETED EXPENDITURES

2017-18

| | |
|------------------|------------------------------|
| Amount | 2384 |
| Source | LCFF Base |
| Budget Reference | Additional hours for library |
| Amount | 474 |
| Source | Charter Start-up |
| Budget Reference | Additional hours for library |

2018-19

| | |
|------------------|------------------------------|
| Amount | 2500 |
| Source | LCFF Base |
| Budget Reference | Additional hours for library |
| Amount | 500 |
| Source | LCFF Base |
| Budget Reference | Additional hours for library |

2019-20

| | |
|------------------|------------------------------|
| Amount | 2500 |
| Source | LCFF Base |
| Budget Reference | Additional hours for library |
| Amount | 500 |
| Source | LCFF Base |
| Budget Reference | Additional hours for library |

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year 2017–18 2018–19 2019–20

Estimated Supplemental and Concentration Grant Funds: \$582,768

Percentage to Increase or Improve Services: 14.48%

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 Elementary Charter Academy plans to spend Supplemental and Concentration Grant funds at the target levels in a charter-wide manner by providing low class sizes charter-wide, as well as providing home-to-school transportation. By maintaining low class sizes and providing home-to-school transportation, Denair Elementary Charter Academy can better meet the needs of low income, foster youth, and English learner pupils. Additionally, 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, Kinder Round-up and other transition activities, additional intervention supports, staff development in common core and other areas, and creating/providing Spanish instruction to all students through the use of a Spanish lab and library. DECA will also be implementing NWEA and Response to Intervention charter-wide as well to increase and improve services to low income, foster youth, and English Learner pupils.

Based on the Minimum Proportionality Percentage calculator, Denair Elementary Charter Academy should be providing services for the unduplicated pupils at 14.48% calculated by the target Supplemental and Concentration funds divided by the Base grant funds. However, Denair Elementary Charter Academy plans to provide services to unduplicated pupils at/above the Supplemental and Concentration target rates for a higher proportionality than is required:

Supplemental and Concentration Services/Base Services = Proportionality Rate: $\$825,000/\$4,428,873 = 18.63\%$

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

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

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

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

Plan Summary

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

When developing the LCAP, 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. A 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?