

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

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

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

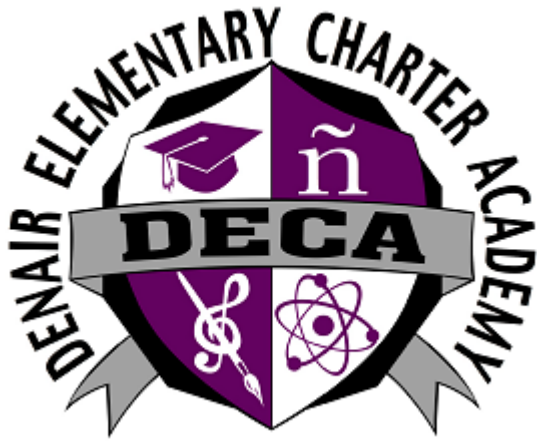
LEA Name	Contact Name and Title	Email and Phone
Denair Elementary Charter Academy	Linda Covello Chief Business Officer	lcovello@dusd.k12.ca.us (209)632-7514

2017-20 Plan Summary

The Story

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 adventure activities 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: 52.06% Latino, 42.37% Anglo or White, 1.26% Asian, 0.18% Am Indian/Alaskan Nat, Black/African American 0.36%. DECA’s dual language immersion program brings together native Spanish speakers and native English speakers 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 reaches 50 percent by fifth grade.



LCAP Highlights

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

Stakeholders had a more in depth look at the state dashboard and Denair's indicators to help drive decisions on priorities within the LCAP. Highlights of this year's LCAP include an emphasis on curriculum adoptions, student safety, and creating a mission/vision for the Language Lab and aligning instruction to the World Language standards.

Stakeholders continue to want to see a list of acronym's included with the LCAP, including a few new ones brought up during the final stakeholders meeting:

API - Academic Performance Index
CAASPP- California Assessment of Student Performance and Progress
CALPADS- California Longitudinal Pupil Achievement Data System
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
MAA- Medical Administrative Activities
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.

Greatest Progress

While all students were low (orange) in English Language Arts (ELA) scores for all students, the white student group were able to maintain their points on the state indicators from the year prior. DECA will continue to utilize NWEA MAP testing to determine student needs throughout the school year and will utilize Response to Intervention to support those students' growth.

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

Greatest Needs

All student groups are in the low percentile (orange) on the state indicators for suspension rates. DECA will continue to utilize Positive Behavior Intervention Supports (PBIS) to lower suspension rates. English Learner progress is very low (red) on the state indicators. DECA will be implementing a centers' based model where students rotate through centers and work on the following skills: guided reading, writing, speaking/oral proficiency, technology, and listening comprehension.

English Language Arts (ELA) scores for all students were low (orange) with English Learner and Socioeconomically Disadvantaged student groups being very low (red) on the state indicators and Math being low (orange) for all students. DECA will continue to utilize NWEA MAP testing to determine student needs throughout the school year and will utilize Response to Intervention to support those students' growth.

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

Performance Gaps

After comparing all student groups to 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.

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.

Increased or Improved services

DECA is improving their Response to Intervention model to help support students make progress academically, socially and emotionally. NWEA Measures of Academic Progress (MAP) assessment will continue to be used to assess students academic readiness level. Strategic levels of supports are then implemented for each student based on their individual needs. Additionally, DECA will be creating a mission/vision for the Language Lab and aligning instruction to the World Language standards. This lab will be a centers' based model where students rotate through centers and work on the following skills: guided reading, writing, speaking/oral proficiency, technology, and listening comprehension.

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	\$4,689,708.00
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	\$4,831,298.00

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.

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	\$5,155,809.00

Annual Update

LCAP Year Reviewed: 2017-18

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 academic success.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

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)
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

Actual

A1. 90% of staff were highly qualified in their positions

A2. 71% of staff were retained from 2016-2017

A3. 76% of staff have attended Professional Development as of 4/27/2018

B1. ELA: 25% with Level 3+ scores and 52% with Level 1 scores; Math: 16% with Level 3+ scores and 49% with Level 1 scores

B2. 100% Sufficient Textbooks and Instructional Materials

B3. No students reclassified in 2017-18 yet due to ELPAC scores not being received back yet.

B4. During the 2016-17 test administration, students in grades five participated in pilot tests in science. The pilot test is meant to evaluate test questions, as well as help students and schools become familiar with new standards and content. There are no student scores for the science pilot.

B5. DECA HFZ: Aerobic Capacity 49.3% in Healthy Fit Zone (HFZ), Body Composition 76% HFZ, Abdominal Strength 93.3% HFZ, Trunk Extension Strength 100% HFZ, Upper Body Strength: 84% HFZ, Flexibility 100% HFZ

B6. 100% of students receiving World Language

B7. 13.3% students in band this year

C1. 98.13%

C2. Began Developing master facilities plan with the support of the architect

C3. 135% additional equipment was replaced in 2017-2018

D1. Develop a wellness committee and track participation

Expected

17-18

- 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
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

Actual

Expected

Actual

Baseline

- 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
- 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, Trunk 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



Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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	6.3% less staff were highly qualified in their positions and 2.5% less staff were retained. 2% less staff have attended professional development that is relevant to their positions as of 4/27/2018.	Teachers, Support/Clerical Staff, Administrative Staff, Substitutes, Benefit Plans LCFF Base 1662203 Dual Immersion Teachers, Support/Clerical Staff, Substitutes, Benefit Plans Charter Start-up 567876	Teachers, Support/Clerical Staff, Administrative Staff, Substitutes, Benefit Plans/Salaries LCFF Base 1588717 Dual Immersion Teachers, Support/Clerical Staff, Substitutes, Benefit Plans Charter Start-up 581174

		Food Servers/Cashiers, Substitutes, Benefit Plans Food Service 29420	Food Servers/Cashiers, Substitutes, Benefit Plans Food Service 925
		Tools/Resources necessary for effective performance such as office supplies and training Lottery 17500	Tools/Resources necessary for effective performance such as office supplies and training/Instructional Materials Donations 11011
		Professional Development Charter Start-up 22353	Professional Development Charter Start-up 27000

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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	6.3% less staff were highly qualified in their positions and 2.5% less staff were retained. 2% less staff have attended professional development that is relevant to their positions as of 4/27/2018.	Teachers, Support/Clerical Staff, Substitutes, Benefit Plans LCFF Supplemental 665425	Teachers, Support/Clerical Staff, Substitutes, Benefit Plans LCFF Supplemental 631488
		Professional Development LCFF Supplemental 31050	Professional Development LCFF Supplemental 26900
			Professional Development/Fees/Licenses Lottery 2500

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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	6.3% less staff were highly qualified in their positions and 2.5% less staff were retained. 2% less staff have attended professional development that is relevant to their positions as of 4/27/2018.	Special Education Teachers, Support/Clerical Staff, Substitutes, Benefit Plans Special Education 625555	Special Education Teachers, Support/Clerical Staff, Substitutes, Benefit Plans Special Education 3478
		Professional Development Special Education 776	Included with the DU LCAP Special Education 0

Action 4

Planned

Actual

Budgeted

Estimated Actual

Actions/Services	Actions/Services	Expenditures	Expenditures
<p>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</p>	<p>ELA: 4% less students with Level 3+ scores and 5% more students with Level 1 scores; Math: 7% less students with Level 3+ scores and 3% less students with Level 1 scores. DECA maintained 100% sufficient textbooks and instructional materials. This year there are no students being reclassified due to ELPAC scores not being received yet. During the 17-18 test administration, students in grades five participated in pilot tests in science. The pilot test is meant to evaluate test questions, as well as help students and schools become familiar with new standards and content. There are no student scores for the science pilot. The Fitness Exam consisted of the following categories with the following percentages: DECA HFZ: Aerobic Capacity 2.3% increase in Healthy Fit Zone (HFZ), Body Composition 1.1% decrease in HFZ, Abdominal Strength 7.8% decrease in HFZ, Trunk Extension Strength 3.6% increase in HFZ, Upper Body Strength: 8.8% decrease in HFZ, Flexibility 4.8% increase in HFZ. DECA maintained 100% student participation in World Language and increased band participation by 3.7%.</p>	<p>Curriculum/Books/Supplies One-time Unrestricted 184555</p> <p>Curriculum/Books/Supplies Charter Start-up 57282</p> <p>Curriculum/Books/Supplies LCFF Supplemental 29699</p> <p>Curriculum/Books/Supplies Lottery Prop 20 22980</p> <p>Curriculum/Books/Supplies Lottery 19296</p> <p>Assessments Lottery 6000</p> <p>Technology Charter Start-up 1500</p>	<p>Curriculum/Books/Supplies One-time Unrestricted 183963</p> <p>Curriculum/Books/Supplies Charter Start-up 84916</p> <p>Curriculum/Books/Supplies LCFF Supplemental 19837</p> <p>Curriculum/Books/Supplies Lottery Prop 20 53420</p> <p>Curriculum/Books/Supplies Lottery 19630</p> <p>Assessments Lottery 6000</p> <p>Technology Charter Start-up 1000</p>

Action 5

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

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

There was a 0.63% increase in the rate of safe, clean, sustainable and attractive classrooms. This year we also began developing a master facilities plan with the support of the architect. DECA increased the equipment reserve by 83.6%.

Ongoing Utilities LCFF Base 89214
 Custodial/Grounds/Maintenance Supplies/Services/Repairs Maintenance 607667
 Reserve for Equipment Replacement LCFF Base 35100
 New buildings for DECA expansion One-time Unrestricted 300000
 Computer Equipment/Technology Charter Start-up 16000
 Equipment Maintenance Lottery 14500

Ongoing Utilities/Rental/Leases Lottery 91461
 Custodial/Grounds/Maintenance Supplies/Services/Repairs/Site Custodians Maintenance 136625
 Reserve for Equipment Replacement LCFF Base 35100
 New buildings for DECA expansion One-time Unrestricted 53800
 Computer Equipment/Technology Charter Start-up 16000
 Equipment Maintenance/Computer Equipment Lottery 13150

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Develop and continually improve the District's wellness policy	DECA has not yet developed a wellness committee. According to CSBA the wellness policy is currently up to date.	Meeting Supplies and after hours for food service/wellness staff LCFF Supplemental 1000	Meeting Supplies and after hours for food service/wellness staff LCFF Supplemental 500

Analysis

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

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

DECA is working on aligning textbook adoptions to California Department of Education's schedule for K-12 Curriculum Framework Development and Adoption of K-8 Instructional Materials. The focus will be on realigning World Language standards. DECA continues to work on the culture for retaining staff as well as improving professional development plans and site safety plans to support the overall implementation of Goal 1.

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

DECA's goal to train staff has been effective overall, as well as maintaining facilities in good repair. Additionally, DECA has been effectively utilizing the equipment replacement reserve by replacing machines as needed and ordering additional technology to support student needs.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Special education expenses related to Goal 1 are \$622,853 less than anticipated because a majority of Special education expenses should be reported under Goal 2 instead.

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.

DECA stakeholders wanted to see the order of actions A and B switched, so Goal 1 will have updated actions going forward.

Annual Update

LCAP Year Reviewed: **2017-18**

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

Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 6: School Climate (Engagement)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

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
4. Participation in clubs
5. California Healthy Kids Survey
6. Participation on Child Nutrition Program
7. Follow-up on medical/health services

C. Percentage of students being tracked after reclassification

Actual

A1. 121 students (21.7%)

A2. 11:1 ELD students to bilingual staff

A3. 100% of students reclassified in 15-16 or 16-17 are being tracked

A4. Baseline of 0.58 points above the normed group in Math growth and 0.16 points above the normed group in Reading growth

A5. See participation in intervention (A1)

B1. 2.87% suspensions for 17-18 (as of 4/27/18)

B2. 0 expulsions for 17-18 (as of 4/27/18)

B3. Students Absent $\geq 5\%$ & $< 10\%$ was 170 students (28.76%) for DECA

Students Absent $\geq 10\%$ & $< 20\%$ was 65 students (11.00%) for DECA

Students Absent $\geq 20\%$ was 20 students (3.38%) for DECA

B4. 59 (10.6%)

B5. Baseline will be determined in 18-19, when the next test is given since it is every two years

B6. 64% participation (as of 4/27/18)

B7. 100% follow up on medical/health services

C1. 100% of students reclassified in 16-17 are being tracked

Expected

17-18

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:

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

- #### C. Maintain/Increase the number of students being tracked after reclassification

Actual

Expected

Actual

Baseline

- 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)
 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

- C. 100% of students reclassified in 15-16 are being tracked

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Increase Intervention Support for Low Income Students, Remedial Support for Foster Youth students, and a two-year tracking process after English Learners are reclassified	There were a 7.6% decrease in the number of students who participated in intervention. The ratio of bilingual staff compared to the number of English Learner students increase by 5 students to 11:1. DECA maintained tracking 100% of students who were reclassified in 15-16 or 16-17. DECA also created a baseline of 0.58 points above the normed group in Math growth and 0.16	Summer intervention/bridge program Title I 30346 Intervention Teachers, Substitutes, and Benefit Plans Title I 89488 Supplemental Intervention Materials Title I 38352	Summer intervention/bridge program Title I 30346 Intervention Teachers, Substitutes, and Benefit Plans Title I 126744 Intervention/EL Support/Assessments LCFF Supplemental 22985

	points above the normed group in Reading growth.	EL Support and Assessments LCFF Supplemental 45922	Intervention/College Awareness Charter Start-up 11000
		Additional EL Supports Title III 16653	Additional EL Supports Title III 1046

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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	There was a 0.87% increase in the number of suspensions for 17-18 (as of 4/27/18). DECA maintained 0 expulsions for 17-18 (as of 4/27/18). Students Absent >=5% & =10% & =20% was 20 students (3.38%) for DECA. 61 less students participated in DECA clubs. The baseline for California Healthy Kids Survey will be determined in 18-19. Additionally, there was a 24% increase in participation in the Child Nutrition Program (as of 4/27/18) at DECA. Finally, DECA maintained 100% follow up on medical/health services.	Nursing Services and medical supplies LCFF Base 32177	Nursing Services and medical supplies LCFF Base 33642
		Mental Health/Special Education services including Speech Services Special Education 547361	Mental Health/Special Education services including Speech Services Special Education 665779
		Campus Supervisor/Security Charter Start-up 15015	Campus Supervisor/Security Charter Start-up 21890
			PBIS Licenses/Fees/Other Services LCFF Supplemental 5708
			Counseling Services and Benefit Plans LCFF Supplemental 11837
			Fuel Up to Play Salad Bar Donations 2000

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Implement and continually improve a process for two year tracking of English Learners who have been reclassified	DECA maintained 100% tracking of students reclassified in 15-16 and 16-17.	Additional hours for tracking English Learners who have been reclassified LCFF Supplemental 587	Additional hours for tracking English Learners who have been reclassified/Instructional Supplies LCFF Supplemental 100

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.

Implementation of tracking English Learner students even after they have been reclassified as no longer English Learner is complete. All reclassified students are being tracked by the ELD Coordinator for the District. Additional data analysis of NWEA MAP testing and intervention implementation is needed to support students in their CASSPP testing and overall comprehension of the state standards.

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

Promoting physical health has been fairly successful: more students are eating the balanced food service meals as well as classroom continue to increase their safety/clean rating.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Special Education expenditures increased by \$118,418 in Goal 2B due to categorizing more expenses to Goal 2 instead of Goal 1A.

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.

DECA stakeholders wanted to see the order of actions A and B switched, so Goal 2 will have updated actions going forward.

Annual Update

LCAP Year Reviewed: **2017-18**

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

Goal 3

All students 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 Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

A. Data on:

1. Student Average Daily Attendance
2. Parent Volunteers

B. Data on:

1. New grants received
2. New partnerships established

C. Data on:

1. Participation in transition activities

Actual

A1. Attendance: 93.8%
A2. DECA Volunteers: 108

B1. DECA did not receive the federal Charter Start-up Funds, but have since applied for a Charter Facilities grant; results are expected in August, 2018. DECA did receive 3 SPIE grants that teachers applied for and received.
B2. Partnerships with SCOE, and Mobile Dairy Classroom

C1. Maintained student participation in Kindergarten Round-up
C2. Maintained student participation in transition activities

Expected

Actual

17-18

A. Data on:

- 1. 2% increase in attendance rates when under 95%; 1% increase in attendance rates when 95-98%
- 2. 5% increase in parent/family volunteers
- 3. Increase in participation of Stakeholder Advisory Committee meeting quarterly; 5% increase parent/family attendance to parent conferences, ELAC, DELAC, DAC; Increase in student participation of community events

B. Data on:

- 1. 2% increase in government grants; 2% increase in private grants/donations
- 2. 2% increase in community/booster funding; Increase in participation of Community Business Partnership Program

C. 1. 80% participation in Kindergarten Round-up; 95% participation in transition activities

Baseline

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.

- 1. 100% student participation in Kindergarten Round-up
- 2. 95% student participation in transition activities

Actions / Services

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

Action 1

Planned

Actual

Budgeted

Estimated Actual

Actions/Services	Actions/Services	Expenditures	Expenditures
Continually improve student, family, and community involvement	Student Average Daily Attendance decreased by 1.2%. DECA had 12 less adult volunteers this year.	Community and Parent Outreach/Communication LCFF Base 10000	Community and Parent Outreach/Communication LCFF Supplemental 15300
		Student Incentives LCFF Base 704	Student Incentives Donations 2144
		Field Trips/Transportation LCFF Supplemental 15000	Community and Parent Outreach/Communication Lottery 13250
		Additional Parent Communication LCFF Supplemental 1125	Community and Parent Outreach/Communication LCFF Base 524
		Student Incentives/Field Trips Lottery 15240	Student Incentives/Field Trips/Student Awards Lottery 2500

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Increase outreach partnerships to provide direct/indirect support to students, staff, and community	DECA increased community partnerships by bringing the Mobile Dairy Classroom to the site for multiple presentations and all students had the opportunity to participate. Grant funding increased by 3 SPIE awards and DECA also applied for the Charter Facilities grant to add 6 portables over the next three years.	Contracted Services that promote community involvement and outreach partnerships Charter Start-up 20000	Contracted Services that promote community involvement and outreach partnerships Charter Start-up 25000
			Contracted Services that promote community involvement and outreach partnerships Lottery 880
			Contracted Services that promote community involvement and outreach partnerships Donations 1107

Action 3

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

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

DECA maintained student participation in Kindergarten Round-up and transition activities.

Kinder Roundup/Bridge services to promote smooth transitions
Charter Start-up 1000

Kinder Roundup/Bridge services to promote smooth transitions
Charter Start-up 1000

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Increase student access to the library and the Language Lab	Additional aides in the lab allow for additional access.	Additional hours for library LCFF Base 2384	Additional hours for library LCFF Base 1760
		Additional hours for library Charter Start-up 474	Library Supplies Charter Start-up 100
			Teachers, Aides, Substitutes, Benefit Plans/Salaries LCFF Supplemental 25225

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.

Additional changes will be made to the Language Lab in 2018-19 to support the growing dual language population and additional supports for students showing intervention needed through NWEA MAP testing. This will be accomplished by developing a mission/vision for the Language Lab and aligning instruction to the World Language standards. DECA will implement a centers' based model where students rotate through centers and work on the following skills: guided reading, writing, speaking/oral proficiency, technology, listening comprehension. DECA is also still working on outreach/advertising to families to increase and/or sustain enrollment.

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

Promoting increasing partnerships and grants has been effective overall and DECA will continue to do so. Round-up activities seem to be effective as well, with growing Summer Centers for enrichment and intervention to support transition activities.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

\$25,225 additional LCFF Supplemental dollars were used to increase access to the Language Lab. \$15,300 in LCFF Supplemental dollars were used instead of LCFF Base in order increase communication and outreach to parents.

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.

DECA stakeholders wanted to see the order of actions A and B switched, so Goal 3 will have updated actions going forward.

Stakeholder Engagement

LCAP Year: 2018-19

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. Additionally, DUSD released an online Stakeholder input survey to allow all stakeholders to provide feedback.

District-wide stakeholder meetings:

4/30/2018

All stakeholders viewed three short videos providing historical information on LCFF and LCAP. All stakeholders also reviewed the 2017-18 LCAP and the state dashboard. The stakeholder input survey was also released to all stakeholders.

Concerns: (1) Stakeholders wanted to know what our un-duplicated pupil percentage was. DECA is at 65%.

(2) Stakeholders wanted to know why a lot of the information was repeated throughout the LCAP. The format of the LCAP is mandated by the State and a lot of the information requested is requested multiple times. Also, we have to report for three years.

5/17/2018

Stakeholders sat in groups with the site they identify most with in order to prioritize goals and actions within the LCAP for each site. Support documents provided include survey results, dashboard data, NWEA data, etc.

Concerns: (1) No concerns brought forward for DECA other than re-prioritizing Action B(s) to Action A(s) for all three Goals.

06/12/2018

Stakeholders reviewed the draft LCAP and had a workshop on how to utilize the LCAP as a resource throughout the year.

District English Learner Advisory Committee (DELAC) meetings:

4/26/2018

Title III and other funding discussed; Draft LCAP was shared and reviewed

Online Stakeholder Survey:

4/30/2018-6/14/2018

Results: Listed below are results from the online survey that were 50% of stakeholders or more

- (1) 76.7% of stakeholders would like to see a new school structure that emphasizes transformational learning experiences and college and career pathways
- (2) 70% of stakeholders would like DUSD to have continuous formative checks for understanding that drive instruction
- (3) 53.3% of stakeholders would like DUSD to design and implement a results driven accountability and support system that highlights areas of improvement
- (4) 53.3% of stakeholders would like DUSD to implement a new and improved system for recruiting, hiring, and induction
- (5) 50% of stakeholders would like DUSD to design and implement a professional growth system for all employees to sustain and improve performance, including effective evaluation tools

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 2017-2018 school year, the new goals, objectives, and metrics were being drafted and reviewed with input and support from stakeholders. Results from the survey drove decisions in the stakeholder meetings as well as provides an additional metric for how the District is doing by comparing survey results from year to year.

4/30/2018

(1) Monitoring unduplicated pupil percentage through CALPADS and LCFF. DECA is currently at 61% and projects to be at 65% in 2018-19.

(2) Streamlined LCAP information as much as the state format would allow. Added detail from year to year on what actions are needed, so information is just repeated from year to year.

5/17/2018

(1) Action B(s) moved up in priority for all three goals.

Online Stakeholder Survey (district-wide)

(1) In order to emphasize transformational learning experiences, DUSD will be proposing a new charter petition in the 2018-19 school year with a start date in 2019-20 that would allow more flexibility within the programs as well as create pathways K-12 to start building college and career skills at a young age.

(2) DUSD will improve upon the NWEA testing that allows for checks throughout the year as well as implementing Exit Tickets to align with Tier II Response to Intervention.

(3) Through the Tier II Response to Intervention process, DUSD will also implement a rally schedule next year that allows students to relearn lessons in the same week they were originally taught to help students continue to grow and not fall behind.

- (4) DUSD will be discussing the benefits of a Curriculum Coach in the 2018-19 school year with the idea that this position would be able to support teachers in the classroom with hands-on training and data analysis.
- (5) DUSD will improve upon the Effective Classroom evaluation tool.

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.

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

Modified Goal

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 Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Identified Need:

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 (moved up in priority)

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

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
<p>A. Data on:</p> <ol style="list-style-type: none"> 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 <p>B. Data on:</p> <ol style="list-style-type: none"> 1. California Assessment of Student Performance and Progress (CAASPP – statewide assessments) 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 	<p>A. 1. 96.3% of staff are highly qualified in their positions</p> <ol style="list-style-type: none"> 2. 73.5% of staff were retained from 2015-2016 3. 78% of staff have attended Professional Development as of 5/18/17 <p>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</p> <ol style="list-style-type: none"> 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 	<p>A. 1. 90% of staff were highly qualified in their positions</p> <ol style="list-style-type: none"> 2. 71% of staff were retained from 2016-2017 3. 76% of staff have attended Professional Development as of 4/27/2018 <p>B. 1. ELA: 25% with Level 3+ scores and 52% with Level 1 scores; Math: 16% with Level 3+ scores and 49% with Level 1 scores</p> <ol style="list-style-type: none"> 2. 100% Sufficient Textbooks and Instructional Materials 3. No students reclassified in 2017-18 yet due to ELPAC scores not being received back yet. 4. During the 2016-17 test administration, students in grades five participated in pilot tests in science. The pilot test is meant to evaluate test questions, as well as help students and schools become familiar with new standards and content. There are no 	<p>A. 1. Maintain/Increase number of staff highly qualified in their positions</p> <ol style="list-style-type: none"> 2. Retain at least 3% more staff when compared to 2017-2018 3. Develop key criteria/standards/procedures to tailor employee training <p>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</p> <ol style="list-style-type: none"> 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 	<p>A. 1. Maintain/Increase number of staff highly qualified in their positions</p> <ol style="list-style-type: none"> 2. Retain at least 3% more staff when compared to 2018-2019 3. Develop key criteria/standards/procedures to tailor employee training <p>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</p> <ol style="list-style-type: none"> 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

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>C. Data on:</p> <ol style="list-style-type: none"> 1. School Safety Inspection Checklist and Facility Inspection Tool 2. Master Facilities Plan 3. Master Equipment Plan <p>D. Participation in Wellness Committee</p>	<ol style="list-style-type: none"> 6. Baseline: 100% of students receiving World Language 7. Baseline: 9.6% students in band this year <p>C. 1. Baseline: 97.5%</p> <ol style="list-style-type: none"> 2. Begin Developing master facilities plan 3. 51.4% additional equipment was replaced in 2016-2017 <p>D. Develop a wellness committee and track participation</p>	<p>student scores for the science pilot.</p> <ol style="list-style-type: none"> 5. DECA HFZ: Aerobic Capacity 49.3% in Healthy Fit Zone (HFZ), Body Composition 76% HFZ, Abdominal Strength 93.3% HFZ, Trunk Extension Strength 100% HFZ, Upper Body Strength: 84% HFZ, Flexibility 100% HFZ 6. 100% of students receiving World Language 7. 13.3% students in band this year <p>C. 1. 98.13%</p> <ol style="list-style-type: none"> 2. Began Developing master facilities plan with the support of the architect 3. 135% additional equipment was replaced in 2017-2018 <p>D. 1. Develop a wellness committee and track participation</p>	<ol style="list-style-type: none"> 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 <p>C. 1. Maintain/Increase in rate of safe, clean, sustainable and attractive classrooms</p> <ol style="list-style-type: none"> 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 	<ol style="list-style-type: none"> 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 <p>C. 1. Maintain/Increase in rate of safe, clean, sustainable and attractive classrooms</p> <ol style="list-style-type: none"> 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

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
			D. Maintain/Increase participation in the wellness committee	purchase new equipment D. Maintain/Increase participation in the wellness committee

Planned Actions / Services

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

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All
[Add Students to be Served selection here]

Location(s):

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

Specific Schools: Denair Elementary Charter Academy
[Add Location(s) selection here]

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

Specific Schools: Denair Elementary Charter Academy
[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

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 Actions/Services

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 Actions/Services

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

Year	2017-18	2018-19	2019-20
Amount	1588717	1891829	2006066
Source	LCFF Base	LCFF Base	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	581174	167106	
Source	Charter Start-up	Charter Start-up	
Budget Reference	Dual Immersion Teachers, Support/Clerical Staff, Substitutes, Benefit Plans	Dual Immersion Teachers, Support/Clerical Staff, Substitutes, Benefit Plans	
Amount	925	17709	17500
Source	Food Service	Lottery	Lottery
Budget Reference	Food Servers/Cashier Substitutes, Statutory Benefits	Tools/Resources necessary for effective performance such as office supplies and training	Tools/Resources necessary for effective performance such as office supplies and training

Amount	17500	195325	201185
Source	Lottery	LCFF Base	LCFF Base
Budget Reference	Tools/Resources necessary for effective performance such as office supplies and training	Property/Liability Insurance, Administration, Postage	Property/Liability Insurance, Administration, Postage
Amount	47175		
Source	Charter Start-up		
Budget Reference	Professional Development, Books, Other DECA Supplies for start-up programs		
Amount	163185		
Source	LCFF Base		
Budget Reference	Property/Liability Insurance, Administration, Postage		

Action 2

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

Specific Schools: Denair Elementary
Charter Academy

Actions/Services

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

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

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

Unchanged Action

Unchanged Action

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Employ highly qualified staff and provide them with the necessary tools to complete their duties while continually improving the qualifications of staff in each Supplemental position

Employ highly qualified staff and provide them with the necessary tools to complete their duties while continually improving the qualifications of staff in each Supplemental position

Employ highly qualified staff and provide them with the necessary tools to complete their duties while continually improving the qualifications of staff in each Supplemental position

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	631488	842806	859662
Source	LCFF Supplemental	LCFF Supplemental	LCFF Supplemental
Budget Reference	Teachers, Support/Clerical Staff, Substitutes, Benefit Plans	Teachers, Support/Clerical Staff, Substitutes, Benefit Plans	Teachers, Support/Clerical Staff, Substitutes, Benefit Plans
Amount	26900	11841	12500
Source	LCFF Supplemental	LCFF Supplemental	LCFF Supplemental
Budget Reference	Professional Development	Professional Development	Professional Development

Action 3

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Students with Disabilities
[Add Students to be Served selection here]

Location(s):

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

Specific Schools: Denair Elementary Charter Academy
[Add Location(s) selection here]

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

Specific Schools: Denair Elementary Charter Academy
[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

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 Actions/Services

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 Actions/Services

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

Year	2017-18	2018-19	2019-20
Amount	3478	3680	4000
Source	Special Education	Special Education	Special Education
Budget Reference	Special Education Substitutes/Statutory Benefits to release teachers for Professional Development - Special Ed salaries are included in Goal 2	Special Education Substitutes/Statutory Benefits to release teachers for Professional Development - Special Ed salaries are included in Goal 2	Special Education Substitutes/Statutory Benefits to release teachers for Professional Development - Special Ed salaries are included in Goal 2

Action 4

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All
[Add Students to be Served selection here]

Location(s):

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

Specific Schools: Denair Elementary Charter Academy
[Add Location(s) selection here]

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

Specific Schools: Denair Elementary Charter Academy
[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

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 Actions/Services

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 Actions/Services

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

Year	2017-18	2018-19	2019-20
Amount	193833	16594	20000
Source	One-time Unrestricted	LCFF Supplemental	LCFF Supplemental
Budget Reference	Curriculum/Books/Supplies	Curriculum/Books/Supplies	Curriculum/Books/Supplies

Amount	85416	25090	25000
Source	Charter Start-up	Lottery Prop 20	Lottery Prop 20
Budget Reference	Curriculum/Books/Supplies	Curriculum/Books/Supplies	Curriculum/Books/Supplies
Amount	19837	9240	10000
Source	LCFF Supplemental	Lottery	Lottery
Budget Reference	Curriculum/Books/Supplies	Curriculum/Books/Supplies	Curriculum/Books/Supplies
Amount	53420	6000	6000
Source	Lottery Prop 20	Lottery	Lottery
Budget Reference	Curriculum/Books/Supplies	Assessments	Assessments
Amount	19630		
Source	Lottery		
Budget Reference	Curriculum/Books/Supplies		
Amount	6000		
Source	Lottery		
Budget Reference	Assessments		
Amount	2500		
Source	Charter Start-up		
Budget Reference	Technology		

Action 5

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

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

All
 [Add Students to be Served selection here]

Specific Schools: Denair Elementary Charter Academy
 [Add Location(s) selection here]

OR

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

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

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

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

Actions/Services

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

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

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

2017-18 Actions/Services
 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 Actions/Services
 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 Actions/Services
 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

Year	2017-18	2018-19	2019-20
Amount	88105	91196	90000
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	Ongoing Utilities	Ongoing Utilities	Ongoing Utilities

Amount	235945	146112	150000
Source	Maintenance	Maintenance	Maintenance
Budget Reference	Custodial/Grounds/Maintenance Supplies/Services/Repairs	Custodial/Grounds/Maintenance Supplies/Services/Repairs	Custodial/Grounds/Maintenance Supplies/Services/Repairs
Amount	35100	370000	436850
Source	LCFF Base	One-time Unrestricted	One-time Unrestricted
Budget Reference	Reserve for Equipment Replacement	New buildings for DECA expansion	New buildings for DECA expansion
Amount	62280	500	500
Source	One-time Unrestricted	LCFF Supplemental	LCFF Supplemental
Budget Reference	New buildings/equipment for DECA expansion	Safety Supplies	Safety Supplies
Amount	16000	19495	20000
Source	Charter Start-up	Lottery	Lottery
Budget Reference	Computer Equipment/Technology	Equipment Maintenance	Equipment Maintenance
Amount	23300		
Source	Lottery		
Budget Reference	Equipment Maintenance		
Amount	500		
Source	LCFF Supplemental		
Budget Reference	Safety Supplies		

Action 6

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

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

Specific Schools: Denair Elementary Charter Academy

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

2017-18 Actions/Services

Develop and continually improve the District's wellness policy

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

Unchanged Action

2018-19 Actions/Services

Continually improve the District's wellness policy

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

Unchanged Action

2019-20 Actions/Services

Continually improve the District's wellness policy

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	500	500	500
Source	LCFF Supplemental	LCFF Supplemental	LCFF Supplemental
Budget Reference	Meeting Supplies and after hours for food service/wellness staff	Meeting Supplies and after hours for food service/wellness staff	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.

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

Modified Goal

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 Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 6: School Climate (Engagement)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

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 (moved up in priority)

A. Implement and continually improve Intervention Support, Foster Youth Remedial Support, and English Learner Development support prior to reclassification

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	A. 1. Baseline: 155 students (29.3%)	A. 1. 121 students (21.7%) 2. 11:1 ELD students to bilingual staff	A. 1. Maintain/Increase number of students participating in	A. 1. Maintain/Increase number of students participating in

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>2. Bilingual staff compared to the number of English Learner students</p> <p>3. Percentage of students being tracked after reclassification (same goal at C)</p> <p>4. NWEA</p> <p>5. Student receiving RTI based on their NWEA</p> <p>B. Data on:</p> <ol style="list-style-type: none"> 1. Suspensions 2. Expulsions 3. Chronic Absenteeism 4. Participation in clubs 5. California Healthy Kids Survey 6. Participation on Child Nutrition Program 7. Follow-up on medical/health services <p>C. Percentage of students being tracked after reclassification</p>	<p>2. Increased ratio to 6:1 ELD students to bilingual staff</p> <p>3. 100% of students reclassified in 15-16 are being tracked</p> <p>4. NWEA to be implemented in 17-18</p> <p>5. RTI to be implemented in 17-18</p> <p>B.</p> <ol style="list-style-type: none"> 1. 2% suspensions for 16-17 (as of 5/18/17) 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>C. 100% of students reclassified in 15-16 are being tracked</p>	<p>3. 100% of students reclassified in 15-16 or 16-17 are being tracked</p> <p>4. Baseline of 0.58 points above the normed group in Math growth and 0.16 points above the normed group in Reading growth</p> <p>5. See participation in intervention (A1)</p> <p>B. 1. 2.87% suspensions for 17-18 (as of 4/27/18)</p> <p>2. 0 expulsions for 17-18 (as of 4/27/18)</p> <p>3. Students Absent >=5% & <10% was 170 students (28.76%) for DECA</p> <p>Students Absent >=10% & <20% was 65 students (11.00%) for DECA</p> <p>Students Absent >=20% was 20 students (3.38%) for DECA</p> <p>4. 59 (10.6%)</p> <p>5. Baseline will be determined in 18-19, when the next test is given since it is every two years</p> <p>6. 64% participation (as of 4/27/18)</p>	<p>Intervention Services provided by the district</p> <p>2. Increase by 3% ratio of bilingual staff to ELD Students</p> <p>3. Maintain/Increase the number of students being tracked after reclassification</p> <p>4. Implement and create a baseline of data</p> <p>5. Implement and create a baseline of data</p> <p>B. Data on:</p> <ol style="list-style-type: none"> 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 	<p>Intervention Services provided by the district</p> <p>2. Increase by 3% ratio of bilingual staff to ELD Students</p> <p>3. Maintain/Increase the number of students being tracked after reclassification</p> <p>4. Implement and create a baseline of data</p> <p>5. Implement and create a baseline of data</p> <p>B. Data on:</p> <ol style="list-style-type: none"> 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

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		7. 100% follow up on medical/health services C. 1. 100% of students reclassified in 16-17 are being tracked	7. Maintain follow-up on medical/health services for targeted students C. Maintain/Increase the number of students being tracked after reclassification	7. Maintain follow-up on medical/health services for targeted students C. Maintain/Increase the number of students being tracked after reclassification

Planned Actions / Services

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

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

Specific Schools: Denair Elementary
Charter Academy

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

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 Actions/Services

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 Actions/Services

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

Year	2017-18	2018-19	2019-20
Amount	30346	25789	25000
Source	Title I	Title I	Title I
Budget Reference	Summer intervention/bridge program	Summer intervention/bridge program	Summer intervention/bridge program
Amount	95376	104525	106616
Source	Title I	Title I	Title I
Budget Reference	Intervention Teachers, Substitutes, and Benefit Plans	Intervention Teachers, Substitutes, and Benefit Plans	Intervention Teachers, Substitutes, and Benefit Plans
Amount	5000	28951	29530
Source	Title I	LCFF Supplemental	LCFF Supplemental
Budget Reference	Supplemental Intervention Materials	EL Support and Assessments	EL Support and Assessments
Amount	22985	5297	5403
Source	LCFF Supplemental	Title III	Title III
Budget Reference	EL Support and Assessments	Additional EL Supports	Additional EL Supports

Amount	1046		
Source	Title III		
Budget Reference	Additional EL Supports		
Amount	11000		
Source	Charter Start-up		
Budget Reference	Intervention Materials to start-up RTI		

Action 2

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All
[Add Students to be Served selection here]

Location(s):

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

Specific Schools: Denair Elementary Charter Academy
[Add Location(s) selection here]

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

Specific Schools: Denair Elementary Charter Academy
[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

2017-18 Actions/Services

Continually improve services that promote physical, emotional and mental health

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

Unchanged Action

2018-19 Actions/Services

Continually improve services that promote physical, emotional and mental health

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

Unchanged Action

2019-20 Actions/Services

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

while instilling a sense of self-confidence, integrity, positive decision making, community pride, and responsible citizenry

while instilling a sense of self-confidence, integrity, positive decision making, community pride, and responsible citizenry

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	33642	35000	35000
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	Nursing Services and medical supplies	Nursing Services and medical supplies	Nursing Services and medical supplies
Amount	667023	667096	680438
Source	Special Education	Special Education	Special Education
Budget Reference	Mental Health/Special Education services including Speech Services	Mental Health/Special Education services including Speech Services	Mental Health/Special Education services including Speech Services
Amount	21891	38448	39217
Source	Charter Start-up	LCFF Supplemental	LCFF Supplemental
Budget Reference	Campus Supervisor/Security	Campus Supervisor/Security/PBIS	Campus Supervisor/Security/PBIS

Action 3

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

English Learners	Schoolwide	Specific Schools: Denair Elementary Charter Academy
------------------	------------	---

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Implement and continually improve a process for two year tracking of English Learners who have been reclassified	Continually improve a process for two year tracking of English Learners who have been reclassified	Continually improve a process for two year tracking of English Learners who have been reclassified

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	100	100	100
Source	LCFF Supplemental	LCFF Supplemental	LCFF Supplemental
Budget Reference	Additional hours for tracking English Learners who have been reclassified	Additional hours for tracking English Learners who have been reclassified	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.

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

Modified Goal

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 Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Identified Need:

- B. Increase outreach partnerships to provide direct/indirect support to students, staff, and community (moved up in priority)
- A. Continually improve student, family, and community involvement
- 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	A. Data on: 1. Attendance: 95% 2. DECA Volunteers: 120	A. 1. Attendance: 93.8% 2. DECA Volunteers: 108	A. Data on: 1. 2% increase in attendance rates when under 95%; 1% increase	A. Data on: 1. 2% increase in attendance rates when under 95%; 1% increase

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>B. Data on:</p> <ol style="list-style-type: none"> 1. New grants received 2. New partnerships established <p>C. Data on:</p> <ol style="list-style-type: none"> 1. Participation in transition activities 	<p>B.</p> <ol style="list-style-type: none"> 1. DECA applied for new federal Charter Start-up Funds, results for the grant should be available June, 2017 2. Baseline partnerships with SCOE <p>C.</p> <ol style="list-style-type: none"> 1. 100% student participation in Kindergarten Round-up 2. 95% student participation in transition activities 	<p>B. 1. DECA did not receive the federal Charter Start-up Funds, but have since applied for a Charter Facilities grant; results are expected in August, 2018. DECA did receive 3 SPIE grants that teachers applied for and received.</p> <ol style="list-style-type: none"> 2. Partnerships with SCOE, and Mobile Dairy Classroom <p>C. 1. Maintained student participation in Kindergarten Round-up</p> <ol style="list-style-type: none"> 2. Maintained student participation in transition activities 	<p>in attendance rates when 95-98%</p> <ol style="list-style-type: none"> 2. 5% increase in parent/family volunteers <p>B. Data on:</p> <ol style="list-style-type: none"> 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>C. 1. 80% participation in Kindergarten Round-up; 95% participation in transition activities</p>	<p>in attendance rates when 95-98%</p> <ol style="list-style-type: none"> 2. 5% increase in parent/family volunteers <p>B. Data on:</p> <ol style="list-style-type: none"> 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>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:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

[Add Students to be Served selection here]

Location(s):

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

Specific Schools: Denair Elementary Charter Academy

[Add Location(s) selection here]

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

Specific Schools: Denair Elementary
Charter Academy
[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Continually improve student, family, and community involvement

2018-19 Actions/Services

Continually improve student, family, and community involvement

2019-20 Actions/Services

Continually improve student, family, and community involvement

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	524	3364	3431
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	Parent Outreach	Parent Outreach, Club Stipends	Parent Outreach, Club Stipends
Amount	2144	15000	15000
Source	Donations	LCFF Supplemental	LCFF Supplemental
Budget Reference	Student Incentives	Field Trips/Transportation	Field Trips/Transportation
Amount	15000	3325	3500
Source	LCFF Supplemental	LCFF Supplemental	LCFF Supplemental
Budget Reference	Field Trips/Transportation	Additional Parent Communication	Additional Parent Communication

Amount	300	22990	25000
Source	LCFF Supplemental	Lottery	Lottery
Budget Reference	Additional Parent Communication	Student Incentives/Field Trips	Student Incentives/Field Trips
Amount	15750		
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:

(Select from All, Students with Disabilities, or Specific Student Groups)

All
[Add Students to be Served selection here]

Location(s):

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

Specific Schools: Denair Elementary Charter Academy
[Add Location(s) selection here]

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

Specific Schools: Denair Elementary Charter Academy
[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

2017-18 Actions/Services

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

Unchanged Action

2018-19 Actions/Services

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

Unchanged Action

2019-20 Actions/Services

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

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

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	25000	25815	25000
Source	Charter Start-up	Charter Start-up	LCFF Supplemental
Budget Reference	Contracted Services that promote community involvement and outreach partnerships	Contracted Services that promote community involvement and outreach partnerships	Contracted Services that promote community involvement and outreach partnerships
Amount	880	880	1000
Source	Lottery	Lottery	Lottery
Budget Reference	Contracted Services that promote community involvement and outreach partnerships	Contracted Services that promote community involvement and outreach partnerships	Contracted Services that promote community involvement and outreach partnerships
Amount	1107		
Source	Donations		
Budget Reference	SPIE Grant to be used for student incentives		

Action 3

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All
[Add Students to be Served selection here]

Location(s):

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

Specific Schools: Denair Elementary Charter Academy
[Add Location(s) selection here]

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

Specific Schools: Denair Elementary Charter Academy
[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1000	1000	1000
Source	Charter Start-up	Charter Start-up	LCFF Supplemental
Budget Reference	Kinder Roundup/Bridge services to promote smooth transitions	Kinder Roundup/Bridge services to promote smooth transitions	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:

(Select from All, Students with Disabilities, or Specific Student Groups)

All
[Add Students to be Served selection here]

Location(s):

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

Specific Schools: Denair Elementary Charter Academy
[Add Location(s) selection here]

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

Specific Schools: Denair Elementary Charter Academy
[Add Location(s) selection here]

Actions/Services

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

Modified Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

Increase student access to the library and the Language Lab

2018-19 Actions/Services

Increase student access to the library and the Language Lab

2019-20 Actions/Services

Increase student access to the library and the Language Lab

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1760	1760	1760
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	Additional library services	Additional library services	Additional library services
Amount	100	36935	37674
Source	Charter Start-up	LCFF Supplemental	LCFF Supplemental
Budget Reference	Additional library materials	Language Lab Teachers, Substitutes, Benefit Plans	Language Lab Teachers, Substitutes, Benefit Plans

Amount	25225		
Source	LCFF Supplemental		
Budget Reference	Language Lab Teachers, Substitutes, Benefit Plans		

Action 5

OR

Actions/Services

Budgeted Expenditures

Budget Reference			
------------------	--	--	--

Action 6

OR

Actions/Services

Budgeted Expenditures

Budget Reference			
------------------	--	--	--

Action 7

OR

Actions/Services

Budgeted Expenditures

Budget
Reference

--

--

--

Budget
Reference

--

--

--

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

\$796,049.00

Percentage to Increase or Improve Services

18.26%

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 on standards and in other areas, and creating/providing Spanish instruction to all students through the use of a Language lab and library. DECA will also continue utilizing NWEA and Response to Intervention charter-wide 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 18.26% 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: $\$995,000/\$3,669,618 = 27.11\%$

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2017-18

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: $\$765,150/\$3,866,413 = 19.79\%$

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

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

Instructions: Linked Table of Contents

Plan Summary

Annual Update

Stakeholder Engagement

Goals, Actions, and Services

Planned Actions/Services

Demonstration of Increased or Improved Services for Unduplicated Students

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

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year. When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the 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/fq/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; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

Using actual annual measurable outcome data, including data from the 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. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the 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 included as contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

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

Students to be Served

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

Group(s)". If "Specific Student Group(s)" is entered, identify the specific student group(s) as appropriate.

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

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

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

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

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

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
 - b. Mathematics – CCSS for Mathematics
 - c. English Language Development (ELD)
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

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

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

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

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

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

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

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

- (a) “Chronic absenteeism rate” shall be calculated as follows:
 - (1) The number of 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 5 *CCR* 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 *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

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

Guiding Questions: Goals, Actions, and Services

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

Prepared by the California Department of Education, October 2016

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	5,888,779.00	4,610,462.00	4,880,107.00	4,831,298.00	4,894,432.00	14,605,837.00
Charter Start-up	701,500.00	769,080.00	791,256.00	193,921.00	0.00	985,177.00
Donations	0.00	16,262.00	3,251.00	0.00	0.00	3,251.00
Food Service	29,420.00	925.00	925.00	0.00	0.00	925.00
LCFF Base	1,831,782.00	1,659,743.00	1,911,033.00	2,218,474.00	2,337,442.00	6,466,949.00
LCFF Supplemental	789,808.00	759,880.00	742,835.00	995,000.00	1,044,183.00	2,782,018.00
Lottery	72,536.00	149,371.00	83,060.00	76,314.00	79,500.00	238,874.00
Lottery Prop 20	22,980.00	53,420.00	53,420.00	25,090.00	25,000.00	103,510.00
Maintenance	607,667.00	136,625.00	235,945.00	146,112.00	150,000.00	532,057.00
One-time Unrestricted	484,555.00	237,763.00	256,113.00	370,000.00	436,850.00	1,062,963.00
Special Education	1,173,692.00	669,257.00	670,501.00	670,776.00	684,438.00	2,025,715.00
Title I	158,186.00	157,090.00	130,722.00	130,314.00	131,616.00	392,652.00
Title III	16,653.00	1,046.00	1,046.00	5,297.00	5,403.00	11,746.00

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

Total Expenditures by Object Type						
Object Type	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	5,888,779.00	4,610,462.00	4,880,107.00	4,831,298.00	4,894,432.00	14,605,837.00
	5,888,779.00	4,610,462.00	4,880,107.00	4,831,298.00	4,894,432.00	14,605,837.00

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

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	5,888,779.00	4,610,462.00	4,880,107.00	4,831,298.00	4,894,432.00	14,605,837.00
	Charter Start-up	701,500.00	769,080.00	791,256.00	193,921.00	0.00	985,177.00
	Donations	0.00	16,262.00	3,251.00	0.00	0.00	3,251.00
	Food Service	29,420.00	925.00	925.00	0.00	0.00	925.00
	LCFF Base	1,831,782.00	1,659,743.00	1,911,033.00	2,218,474.00	2,337,442.00	6,466,949.00
	LCFF Supplemental	789,808.00	759,880.00	742,835.00	995,000.00	1,044,183.00	2,782,018.00
	Lottery	72,536.00	149,371.00	83,060.00	76,314.00	79,500.00	238,874.00
	Lottery Prop 20	22,980.00	53,420.00	53,420.00	25,090.00	25,000.00	103,510.00
	Maintenance	607,667.00	136,625.00	235,945.00	146,112.00	150,000.00	532,057.00
	One-time Unrestricted	484,555.00	237,763.00	256,113.00	370,000.00	436,850.00	1,062,963.00
	Special Education	1,173,692.00	669,257.00	670,501.00	670,776.00	684,438.00	2,025,715.00
	Title I	158,186.00	157,090.00	130,722.00	130,314.00	131,616.00	392,652.00
	Title III	16,653.00	1,046.00	1,046.00	5,297.00	5,403.00	11,746.00

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

Total Expenditures by Goal

Goal	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	5,006,951.00	3,588,595.00	3,902,908.00	3,815,023.00	3,859,763.00	11,577,694.00
Goal 2	815,901.00	933,077.00	888,409.00	905,206.00	921,304.00	2,714,919.00
Goal 3	65,927.00	88,790.00	88,790.00	111,069.00	113,365.00	313,224.00
Goal 4			0.00		0.00	0.00
Goal 5			0.00		0.00	0.00

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