

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Denair Elementary Charter Academy/Denair USD

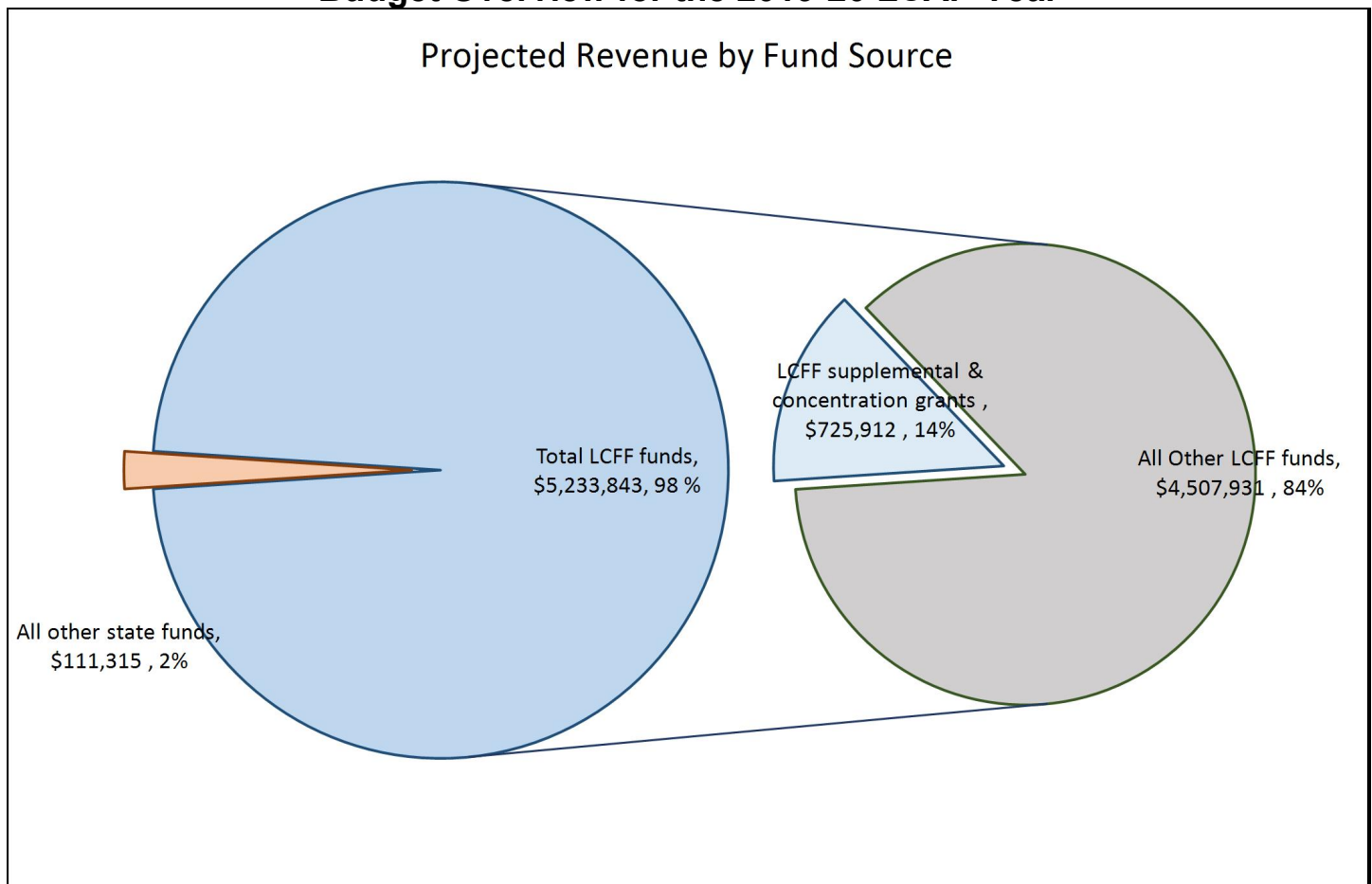
CDS Code: 50-71068-0121574

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

LEA contact information: Linda Covello, Chief Business Officer

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

## Budget Overview for the 2019-20 LCAP Year

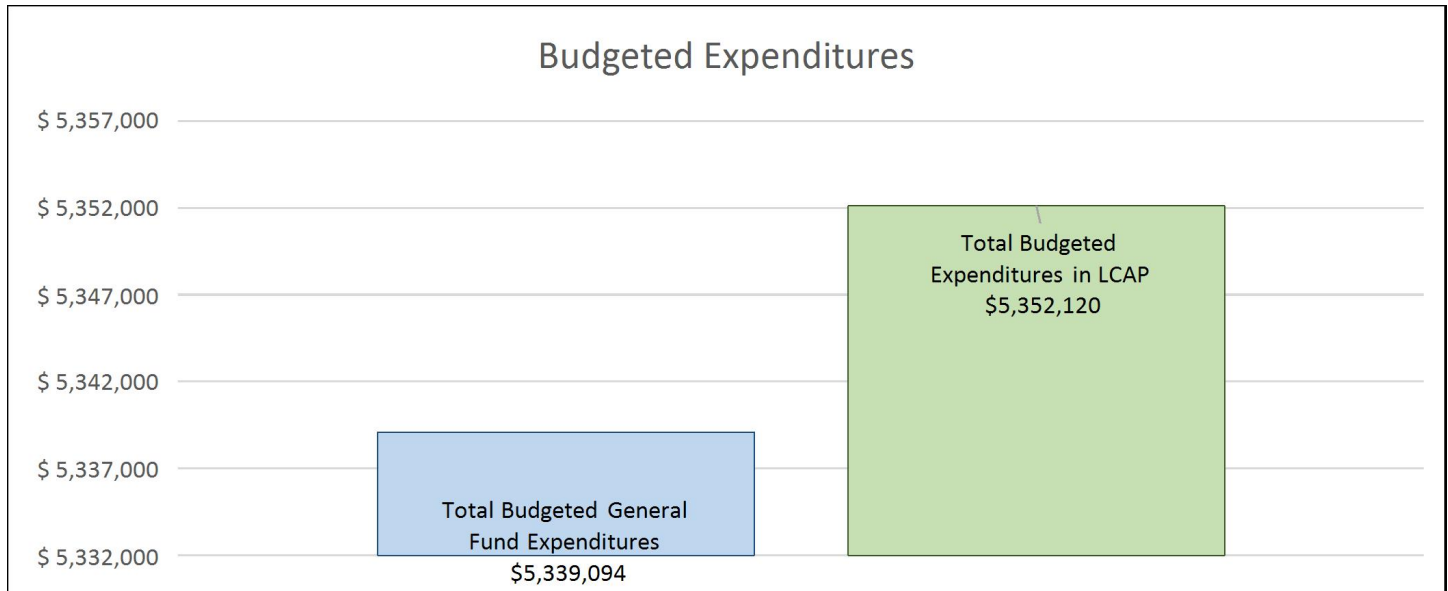


This chart shows the total general purpose revenue Denair Elementary Charter Academy/Denair USD expects to receive in the coming year from all sources.

The total revenue projected for Denair Elementary Charter Academy/Denair USD is \$5,345,158, of which \$5,233,843 is Local Control Funding Formula (LCFF), \$111,315 is other state funds, \$0 is local funds, and \$0 is federal funds. Of the \$5,233,843 in LCFF Funds, \$725,912 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Denair Elementary Charter Academy/Denair USD plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Denair Elementary Charter Academy/Denair USD plans to spend \$5,339,094 for the 2019-20 school year. Of that amount, \$5,352,120 is tied to actions/services in the LCAP and \$-13,026 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

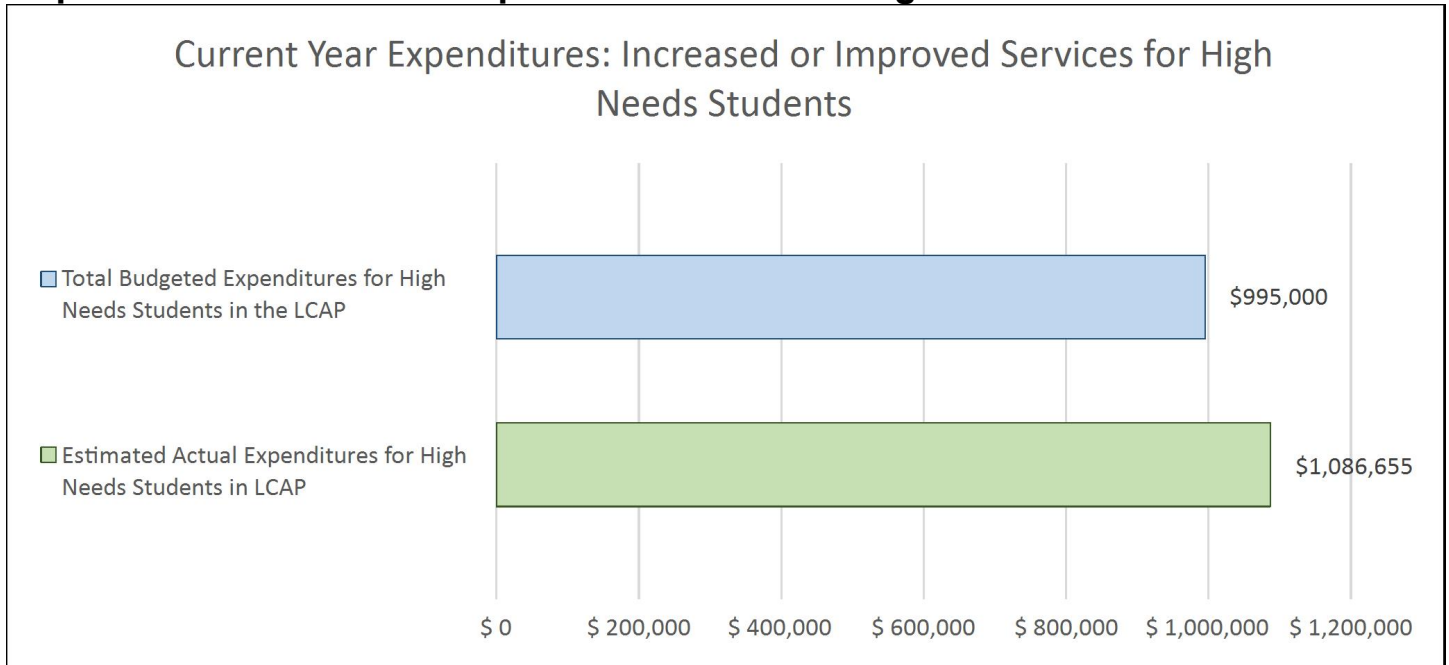
DECA includes other Fund expenditures other than the General Fund in the LCAP (Food Service) which results in a negative amount under Expenditures Not in the LCAP.

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

In 2019-20, Denair Elementary Charter Academy/Denair USD is projecting it will receive \$725,912 based on the enrollment of foster youth, English learner, and low-income students. Denair Elementary Charter Academy/Denair USD must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Denair Elementary Charter Academy/Denair USD plans to spend \$1,525,295 on actions to meet this requirement.

# LCFF Budget Overview for Parents

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



This chart compares what Denair Elementary Charter Academy/Denair USD budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Denair Elementary Charter Academy/Denair USD estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, Denair Elementary Charter Academy/Denair USD's LCAP budgeted \$995,000 for planned actions to increase or improve services for high needs students. Denair Elementary Charter Academy/Denair USD estimates that it will actually spend \$1,086,655 for actions to increase or improve services for high needs students in 2018-19.

2019-20



# Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

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

LEA Name	Contact Name and Title	Email and Phone
Denair Elementary Charter Academy/Denair USD	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.

Denair Elementary Charter Academy (DECA) is a dependent charter of the Denair Unified School District. It was originally chartered in 2015.

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 building upon research-based educational philosophies and by nurturing and supporting a partnership of students, teachers, families and the community. Moreover, DECA designs its academic core through the instructional blocks called "CORE" and elective blocks called "ADVENTURES". The core courses consist of English/language arts, math, science, social studies, and physical education. The adventure activities include world/foreign languages, drama, music, art, and dance. In addition, all of the educational

experiences include integrated 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. Families attend DECA because they desire a positive and innovative change in public education with an emphasis on individualized, seat time-based instructional support that integrates a standards-based academic core with visual and performing arts, world/foreign languages, technology, and character development. DECA recognizes that there are two institutions of learning: the home and the school.

Currently DECA serves about 560 students. Pupil demographics are as follows: Latino 51%, White 43%, Asian 2%, African American 1%, and Am Indian/Alaskan Nat <1%. Students with disabilities make up 12% of the school population, economically disadvantaged students 52%, English learners 26%, and homeless or foster youth <1%.

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 fourth grade.

## LCAP Highlights

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

Denair Elementary Charter Academy's 2019-20 LCAP reflects a steady commitment to "hold the course" for the third year of the three-year LCAP cycle (2017-2020). The goals and actions created in spring 2017 for inclusion in the 2017-18 LCAP were the result of significant stakeholder engagement and set many things in motion districtwide. The 2018-19 LCAP included the continued improvement of the Response to Intervention (also called the Multi-Tiered System of Support, or MTSS) model including modifying Tier II interventions to improve the English Language Arts and Mathematics state indicators for each student group and also included ongoing implementation of Positive Behavior Intervention and Supports (PBIS). For 2019-20, DECA will continue with these initiatives at a deeper level of implementation.

Based on consistent stakeholder feedback about the importance of attracting and retaining high quality staff, the district closely examined all revenues and expenses. Although the district has made progress in recent years to restore salary reductions made during the Great Recession, at the end of the 2018-19 school year, there was still a 1.75% gap for certificated salaries and a 3.5% gap for classified salaries. The 2019-20 LCAP reflects salary restoration for all employee groups to the 2008-09 funding levels.

Stakeholders continue to want to see a list of acronym's included with the LCAP:

API - Academic Performance Index (now obsolete)  
CAASPP- California Assessment of Student Performance and Progress  
CALPADS- California Longitudinal Pupil Achievement Data System  
CAST- California Science Test (the Sci part of CAASPP)  
CDE- California Department of Education  
COE- County Office of Education  
CDS- County/District/Schools  
CELDT- California English Language Development Test (replaced by ELPAC)

CRSIG- Central Region School Insurance Group  
CSEA- California School Employees' Association  
CST- California Standards Test (replaced by CAASPP)  
CSU- California State University  
CTE- Career Technical Education  
DAC- District Advisory Committee  
DCA- Denair Charter Academy  
DECA- Denair Elementary Charter Academy  
DELAC- District English Learner Advisory Committee  
DHS- Denair High School  
DMS- Denair Middle School  
DUSD- Denair Unified School District  
DUTA- Denair Unified Teachers' Association  
EC- Education Code  
EL- English Learners  
ELA- English Language Arts  
ELD- English Language Development  
ELPAC - English Language Proficiency Assessments for California (replaced CELDT)  
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  
MTSS- Multi-tiered Systems of Support  
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 Balanced Assessment Consortium (the ELA and Math part of CAASPP)  
SOLOM- Student Oral Language Observation Matrix  
TUPE- Tobacco Use Prevention Education  
V&P- Visual and Performing Arts  
UC- University of California

## Review of Performance

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

## **Greatest Progress**

Based on the Fall 2018 California School Dashboard, all student groups maintained or increased their points in Mathematics on the California School Dashboard from Fall 2017. The All Student group had a color indicator of Yellow, as did the English Learner and White student groups. These student groups had increases toward standard of 3.8, 9.2, and 10.3 points, respectively. While the Students with Disabilities group had a color indicator of Orange, these students had a 6.7 point increase toward standard. Teachers in all grade levels have been working on identifying essential standards in Mathematics and including supplemental, standards-aligned instructional materials to augment the adopted core curriculum. Additionally, NWEA MAP testing and local assessment data has been used to identify students who need support in Mathematics. These students then receive targeted intervention through the school's Multi-tiered System of Support (MTSS).

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

## **Greatest Needs**

From the Fall 2018 California School Dashboard: With the exception of English Learners, all student groups are in the High or Very High category (orange or red) on the suspension rate indicator. While the White student group maintained their suspension rate, the Students with Disabilities, Hispanic and Socioeconomically Disadvantaged student groups increased their suspension rates by 2.9%, 1.8%, and 2% respectively. Chronic absenteeism was in the High (orange) group for the All Student, Students with Disabilities, Hispanic and White student groups, with each of these groups increasing slightly or maintaining their absenteeism rate from the previous year. The Socioeconomically Disadvantaged and English Learner student groups improved their absenteeism rates by 0.6% and 4.4% respectively. DECA will continue to utilize Positive Behavior Intervention Supports (PBIS) to lower suspension rates and chronic absenteeism.

English Language Arts (ELA) scores for all students were Low (orange) with English Learner, Hispanic, and Socioeconomically Disadvantaged student groups being Very Low (red) on the state indicators. While the Students with Disabilities group increased by 15.5 points, the Hispanic group declined by 11.7 points and the Socioeconomically Disadvantaged group declined by 5.2 points. DECA will continue to utilize NWEA MAP testing to determine student needs throughout the school year and will support those students' growth through the school-wide MTSS model. K-2 teachers will focus on effective early literacy practices in the 2019-20 school year.

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

## **Performance Gaps**

Based on the Fall 2018 California School Dashboard, there were no state indicators in which any student group was two or more performance levels below the "All Student" performance. Additionally, DECA has no student groups scoring in the Very Low (red) category in any two state indicators.

# Comprehensive Support and Improvement

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

## Schools Identified

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

N/A

## Support for Identified Schools

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

N/A

## Monitoring and Evaluating Effectiveness

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

N/A



# Annual Update

LCAP Year Reviewed: 2018-19

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

## Goal 1

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 (CAST)
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. 88% of staff are highly qualified in their positions, a decrease of 2%  
A2. 88% of staff were retained from 2017-2018, an increase of 17%  
A3. 99% of staff have attended Professional Development as of 4/29/2019, increase of 23% from the same time last year
- B1. ELA: 26% with Level 3+ scores and 55% with Level 1 scores; Math: 19% with Level 3+ scores and 44% with Level 1 scores  
B2. 100% Sufficient Textbooks and Instructional Materials  
B3. 28 students reclassified  
B4. Student scores are not yet available for CAST (2018 was a field test year)  
B5. Aerobic Capacity 36% HFZ, Body Composition 66% HFZ, Abdominal Strength 77% HFZ, Trunk Extension Strength 99% HFZ, Upper-Body Strength 77% HFZ, Flexibility 86% HFZ  
B6. World Language: Maintained 100% participation  
B7. V&P Arts: 100% participation
- C1. 100%, an increase of 1.87%  
C2. DECA, district staff and stakeholders have had many discussions regarding facility needs, but DECA has not yet gone through the formal process to develop a Master Facilities Plan  
C3. 90% additional equipment was replaced in 2018-2019
- D. DECA, district staff and stakeholders have had discussions regarding student wellness, particularly cafeteria food options available throughout the day, but a Wellness Committee has not yet been developed

## Expected

### 18-19

- A. 1. Maintain/Increase number of staff highly qualified in their positions
2. Retain at least 3% more staff when compared to 2017-2018
3. Develop key criteria/standards/procedures to tailor employee training
  
- B. 1. CAASPP: Increase by 5% in Level 3+ scores in each subject area; decrease by 5% in Level 1 scores in each subject area
2. Survey staff for effectiveness for state aligned ELA, math, modern language, and physical education materials which students will have sufficient access to, Students will have access to science textbooks and curriculum that is 100% aligned with state standards, Develop a social science curriculum committee to choose a pilot program that is 100% aligned with state standards
3. Increase by 5% in students being reclassified
4. CST: Increase by 3% for those students scoring proficient and Advanced
5. Maintain/Increase the percentage of students passing each component in the fitness exam,
6. Increase by 5% when comparing the number of students enrolled in Modern Language to total enrollment,
7. Increase by 5% in participation of Band instruction grade 5
  
- C. 1. Maintain/Increase in rate of safe, clean, sustainable and attractive classrooms
2. Address at least one need identified in the master facilities plan
3. Maintain reserve levels equal to at least two years of identified equipment replacement needs; maximize state/local funding to purchase new equipment
  
- D. Maintain/Increase participation in the wellness committee

## Actual

## Expected

### 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

## Actual

## 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	Increased recruiting efforts (job fairs, Edjoin) and moved up hiring timeline based on staffing projections; supported teachers on permits and interns with mentors; provided induction program (SCOE) to all eligible new teachers.	Teachers, Support/Clerical Staff, Administrative Staff, Substitutes, Benefit Plans LCFF Base 1891829	Teachers, Support/Clerical Staff, Administrative Staff, Substitutes, Benefit Plans LCFF Base \$1,848,689
		Dual Immersion Teachers, Support/Clerical Staff, Substitutes, Benefit Plans Charter Start-up 167106	Dual Immersion Teachers, Support/Clerical Staff, Substitutes, Benefit Plans Charter Start-up \$219,509

	<p>Offered a variety of professional learning opportunities for all employees, including mandated trainings (child abuse reporting, blood borne pathogens, etc) and trainings relevant to specific positions (Depth of Knowledge, StrengthsFinder, SEIS, dealing with difficult behaviors).</p> <p>Formed a Professional Development (PD) committee comprised of certificated, classified, and administrative staff. The PD Committee is responsible for making recommendations for a comprehensive PD plan that is aligned to our district goals.</p>	<p>Tools/Resources necessary for effective performance such as office supplies and training Lottery 17709</p>	<p>Tools/Resources necessary for effective performance such as office supplies and training Lottery \$25,018</p>
		<p>Property/Liability Insurance, Administration, Postage LCFF Base 195325</p>	<p>Property/Liability Insurance, Administration, Postage LCFF Base \$34,554</p>
			<p>Professional Development Classified PDBG \$819</p>

**Action 2**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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</p>	<p>Increased recruiting efforts (job fairs, Edjoin) and moved up hiring timeline based on staffing projections; supported teachers on permits and interns with mentors; provided induction program (SCOE) to all eligible new teachers.</p> <p>Offered a variety of professional learning opportunities for all employees, including mandated trainings (child abuse reporting, blood borne pathogens, etc) and trainings relevant to specific positions (Depth of Knowledge,</p>	<p>Teachers, Support/Clerical Staff, Substitutes, Benefit Plans LCFF Supplemental 842806</p>	<p>Teachers, Support/Clerical Staff, Substitutes, Benefit Plans LCFF Supplemental \$783,879</p>
		<p>Professional Development LCFF Supplemental 11841</p>	<p>Professional Development LCFF Supplemental \$18,058</p>
			<p>Bilingual Paraeducators, Substitutes, Benefit Plans LCFF Supplemental \$40,733</p>
			<p>Professional Development LCFF Supplemental \$350</p>

	<p>StrengthsFinder, SEIS, dealing with difficult behaviors).</p> <p>Formed a Professional Development (PD) committee comprised of certificated, classified, and administrative staff. The PD Committee is responsible for making recommendations for a comprehensive PD plan that is aligned to our district goals.</p>
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**Action 3**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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</p>	<p>Increased recruiting efforts (job fairs, Edjoin) and moved up hiring timeline based on staffing projections; supported teachers on permits and interns with mentors; provided induction program (SCOE) to all eligible new teachers.</p> <p>Offered a variety of professional learning opportunities for all employees, including mandated trainings (child abuse reporting, blood borne pathogens, etc) and trainings relevant to specific positions (Depth of Knowledge, StrengthsFinder, SEIS, dealing with difficult behaviors). Special education-specific training was provided for all certificated and classified special education staff.</p> <p>Formed a Professional Development (PD) committee</p>	<p>Special Education Substitutes/Statutory Benefits to release teachers for Professional Development - Special Ed salaries are included in Goal 2 Special Education 3680</p>	<p>Special Education Substitutes/Statutory Benefits to release teachers for Professional Development - Special Ed salaries are included in Goal 2 Special Education \$14,825</p>

comprised of certificated, classified, and administrative staff. The PD Committee is responsible for making recommendations for a comprehensive PD plan that is aligned to our district goals.

#### Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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	Teachers and administrators examined standards-aligned history/social studies instructional materials for grades TK-5.  Teachers participated in collaboration meetings to identify and strengthen vertical alignment, essential standards, and instructional practices for grades TK-5 in all content areas.	Curriculum/Books/Supplies LCFF Supplemental 16594	Curriculum/Books/Supplies LCFF Supplemental \$37,200
		Curriculum/Books/Supplies Lottery Prop 20 25090	Curriculum/Books/Supplies Lottery Prop 20 \$64,892
		Curriculum/Books/Supplies Lottery 9240	Curriculum/Books/Supplies Lottery \$13,599
		Assessments Lottery 6000	Assessments/Licenses Lottery \$6,000
			Senderos Grade 3 One-time Unrestricted \$34,831
			Curriculum/Books/Supplies Donations \$10,917

#### 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	The district performed ongoing maintenance of all schools, including repairs and improvements as needed.  DECA added two portable classrooms this spring.	Ongoing Utilities LCFF Base 91196	Ongoing Utilities LCFF Base \$87,520
		Custodial/Grounds/Maintenance Supplies/Services/Repairs Maintenance 146112	Custodial/Grounds/Maintenance Supplies/Services/Repairs Maintenance \$95,900

		New buildings for DECA expansion One-time Unrestricted 370000	New buildings for DECA expansion One-time Unrestricted \$325,921
		Safety Supplies LCFF Supplemental 500	Safety Supplies and additional technology LCFF Supplemental \$1,954
		Equipment Maintenance Lottery 19495	Equipment Maintenance and Replacement Lottery \$40,031
			Custodians, Substitutes, Benefit Plans, and Property Liability Insurance LCFF Base \$103,219

**Action 6**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continually improve the District's wellness policy	<p>The district began participating in a Community Eligibility Program (CEP) this year, thereby providing free breakfast, lunch, and afternoon snack to all students regardless of eligibility for the National School Lunch Program (NSLP).</p> <p>In response to staff and community requests, the district's Food Service program is researching options to provide a better variety of meals for DECA.</p> <p>The district has not yet formed a Wellness Committee.</p>	Meeting Supplies and after hours for food service/wellness staff LCFF Supplemental 500	Meeting Supplies and after hours for food service/wellness staff LCFF Supplemental 0



# Analysis

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

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

Actions 1-4 were areas of particular focus, with administrative staff actively participating in the hiring processes as well as coaching/training employees. Standards-aligned instructional materials were examined, collaboration time was used for tasks and discussions specific to instruction.

Action 5 was fully implemented, with ongoing maintenance and repairs done as needed and the addition of two new portables to accommodate enrollment growth.

Action 6 has not yet been formally implemented.

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

With an overall goal of equipping stakeholders with the necessary tools to develop the fullest potential in every student to achieve academic success, DECA focused on recruiting, training, and retaining a high quality staff (Actions 1-3) and providing full access to standards-aligned instruction for all students (Action 4). Due to the focus on staff recruiting and retention, we are forecasting lower staff turnover than in previous years. In addition, standards-aligned instructional materials and professional development about Depth of Knowledge, essential standards, and instructional best practices have provided better access for all students in all content areas.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 1: Lottery and Charter Start-up carryovers were accessed to reduce expenses on the LCFF Base side. Action 2: LCFF Supplemental expenditures related to English Learners were broken out from the rest of the LCFF Supplemental expenditures. Action 3: Lottery amounts increased due to carryovers and one-time expenses added after the LCAP was first developed. Only a small portion of custodial salaries should be charged to maintenance. The rest should be charged to LCFF Base, which has been updated in Action 5. Finally, we have not yet formed a Wellness Committee, so no amount was spent on committee meeting supplies.

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 will continue with this goal and actions for the 2019-20 LCAP. The actions are still relevant and we do not think we've had adequate time to fully evaluate their effectiveness. For Goal 1, we have modified actions 1-3 to reflect salary restoration (increased compensation) as a means to attract and retain high quality staff.

# Annual Update

LCAP Year Reviewed: **2018-19**

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

## Goal 2

All 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. 16% of students received pull-out targeted intervention, a decrease of 5.7%

A2. Increased to 19 bilingual staff resulting in 8:1 ELD students to bilingual staff; an increase of 3:1

A3. Maintained 100% of students reclassified in 2016-2017 and 2017-2018 are being tracked

A4. NWEA: Fully implemented; 11 points below the normed group in Math growth and 10 points below the normed group in Reading growth

A5. See participation in Intervention (A1) for students receiving RTI (NWEA is one measure considered for intervention).

B1. Suspensions: 1%, a decrease 1% from prior year

B2. Expulsions: Increased by 1

B3. Chronic absenteeism: 10%, a decrease of 4% from prior year

B4. Student participation in clubs is improving

B5. 74% response rate; 68% students feel connected and 77% feel safe

B6. Participation in CNP: 66.5%

B7. Maintained 100% follow-up on medical/health services for targeted students

C. Maintained 100% of students reclassified in 2016-2017 and 2017-2018 are being tracked

## Expected

### 18-19

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. Increase by 1% in response rate; increase by 5% the rate of students who feel connected, and increase by 3% the rate of students who feel safe

6. 5% increase in participation in Child Nutrition Program

7. Maintain follow-up on medical/health services for targeted students

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

### 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

## Actual

## 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	<p>Interventions have been implemented during the school day. All classroom teachers provide Tier I interventions as part of the regular instructional day. Additionally, a highly-skilled intervention teacher and trained paraprofessionals use evidence-based programs to provide reading and math support in a safe and positive Tier II environment.</p> <p>A district English Learner (EL) Coordinator tracks the progress of students who are Reclassified Fluent English Proficient, meeting with teachers and contacting parents as necessary.</p> <p>DECA will not be providing a summer intervention program in 2019, however, we hope to reinstate summer intervention in 2020.</p>	Summer intervention/bridge program Title I \$25,789	Additional Paraeducators and Benefit Plans LCFF Supplemental \$32,162
		Intervention Teachers, Substitutes, and Benefit Plans Title I \$104,525	Intervention Teachers, Substitutes, and Benefit Plans - Included in DUSD LCAP Title I \$0
		EL Support and Assessments LCFF Supplemental \$28,951	EL Support and Assessments LCFF Supplemental \$40,288
		Additional EL Supports Title III \$5,297	Additional EL Supports - Included in DUSD LCAP Title III \$0
			Intervention Materials Lottery \$1,725
			Intervention Materials Lottery Prop 20 \$3,000
			Additional Intervention supports Low Performing BG \$33,812

### 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	Positive Behavior Intervention and Support (PBIS) has been a focus this year, with the refinement of	Nursing Services and medical supplies LCFF Base \$35,000	Nursing Services and medical supplies LCFF Base \$37,384

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

classroom and schoolwide expectations and consistent implementation of policies, and procedures.

As part of its PBIS model, DECA provided a variety of services to address student social-emotional and mental health, including Check-in/Check-out (CICO) and character education (Character Bound).

Mental Health/Special Education services including Speech Services Special Education \$667,096

Campus Supervisor/Security/PBIS LCFF Supplemental \$38,448

Mental Health/Special Education services including Speech Services Special Education \$765,847

Campus Supervisor/Counseling/Security/PBIS LCFF Supplemental \$53,918

Health Clerk and Benefit Plans Charter Start-up \$28,553

Healthy meal options through the District's Nutrition Services program Food Service \$78,884

Safety Supplies Maintenance \$2,000

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continually improve a process for two year tracking of English Learners who have been reclassified	A district English Learner (EL) Coordinator tracks the progress of students who are Reclassified Fluent English Proficient, meeting with teachers and contacting parents as necessary.	Additional hours for tracking English Learners who have been reclassified LCFF Supplemental \$100	Additional hours and services for tracking English Learners who have been reclassified LCFF Supplemental \$9,000

### Analysis

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

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

All actions/services were fully implemented this year.

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

The actions and services contributed significantly to our goal. Our campus is a safe and positive place where students clearly know what is expected of them and what they need to do to be academically successful. Although we made great progress with PBIS this year, we are in year 2 implementation and need to continue this process next year and beyond in order to guarantee deep implementation.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The following expenditures are already included in the District's LCAP: Summer Intervention program out of Title I (Action 1), Intervention Teachers out of Title I (Action 1), and Additional EL Supports out of Title III (Action 1). Current year Action 1 anticipated expenditures also include paraeducators, intervention materials, and intervention supports not previously included in the DECA LCAP. Current year Action 2 anticipated expenditures include Health Clerk, Nutrition Services program, and Safety Supplies not previously included in the DECA LCAP.

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 will continue with this goal and actions for the 2019-20 LCAP. The actions are still relevant and we do not think we've had adequate time to fully evaluate their effectiveness.

# Annual Update

LCAP Year Reviewed: **2018-19**

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

## Goal 3

All students 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: 95%, an increase of 1.2%

A2. The amount of parent volunteer time is improving

B1. Low Performing Students Block Grant, Classified Professional Development Block Grant, and Title IV

B2. Sierra Vista and Legacy Health Endowment

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



Expected

Actual

**18-19**

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

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

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 Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continually improve student, family, and community involvement	Attendance incentives were given and students attended attendance field trips.	Parent Outreach, Club Stipends LCFF Base \$3,364	Parent Outreach LCFF Base \$4,278

	DECA opts to advertise at the movie theater during the summer movie program for children.	Field Trips/Transportation LCFF Supplemental \$15,000	Additional Student Incentives, Field Trips, Parent Outreach/Advertising LCFF Supplemental \$15,000
	Important information is communicated via letter/note, phone call, email and on the DECA Facebook page.	Additional Parent Communication LCFF Supplemental \$3,325	Additional Parent Communication LCFF Supplemental \$3,394
	The "Coyote Reading Circle" after school enrichment provides the opportunity for students to be involved in a book club.	Student Incentives/Field Trips Lottery \$22,990	Student Incentives, Field Trips, Parent Outreach/Advertising Lottery \$22,241
	As part of PBIS students earn "Coyote Cash" to spend in the "Coyote Cave" store.		Baile Supplies and Student Incentives Donations \$6,325

**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	The district has developed a partnership with Legacy Health Endowment and Sierra Vista to support students and families.	Contracted Services that promote community involvement and outreach partnerships Charter Start-up \$25,815	Contracted Services that promote community involvement and outreach partnerships LCFF Supplemental \$800
	Multiple teachers applied for and received SPIE grants for their students and classrooms.	Contracted Services that promote community involvement and outreach partnerships Lottery \$880	Contracted Services that promote community involvement and outreach partnerships Lottery \$880
			Stanislaus Partner in Education (SPIE) Grant Donations \$1,133

**Action 3**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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Continually improve smooth transitions between grade levels and between programs/services

All fifth grade students participate in 5th to 6th grade transition activities at Denair Middle School.

Kinder Roundup/Bridge services to promote smooth transitions  
Charter Start-up \$1,000

Kinder Roundup - no additional services needed to promote smooth transitions  
Charter Start-up \$0

The first day of school for transitional kindergarten and kindergarten is Kinder Round Up. All students and families participate in transition activities.

The dual language immersion program is a 90/10 model. The percentages change by 10 percent each year. English/Spanish minutes are tracked within the master schedule to ensure smooth transitions from year to year.

#### Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Increase student access to the library and the Language Lab	Within the master schedule all students attend class in the Language Lab and visit the library.	Additional library services LCFF Base \$1,760  Language Lab Teachers, Substitutes, Benefit Plans LCFF Supplemental \$36,935	Additional library services LCFF Base \$10  Language Lab Teachers, Substitutes, Benefit Plans LCFF Supplemental \$49,919

### 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.

All actions were implemented as planned.

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

The actions and services provided all contributed towards students' social emotional health and school climate.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Contracted Services that promote community involvement and outreach partnerships significantly decreased by \$25,015 from planned expenditures due to utilizing internal staff and word of mouth rather than contracting out. We also increased in the donations account by \$1,133 from planned expenditures due to receiving SPIE Grants. Finally, the cost of the Language Lab significantly increased by \$12,984 from planned expenditures due to the level of experience in personnel.

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 will continue with this goal and actions for the 2019-20 LCAP. The actions are still relevant and we do not think we've had adequate time to fully evaluate their effectiveness.

# Stakeholder Engagement

LCAP Year: 2019-20

## Involvement Process for LCAP and Annual Update

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

This year Denair Unified School District welcomed a new superintendent, which provided a unique opportunity for the community to explore a variety of topics embedded into the LCAP and related to school/district culture, teaching and learning, operations, and communications. Because we are a small school district, stakeholders are often involved in multiple committees. Therefore, our stakeholder meetings were designed to help eliminate multiple commitments for stakeholders. We included DECA Parents, DECA Staff, Board members, Denair Unified Teachers' Association (DUTA) representatives, California School Employees' Association (CSEA) representatives, students and community members. Additionally, DUSD used an online survey to allow all stakeholders to provide input/feedback.

District-wide stakeholder meetings:

9/4/2018 and 9/6/2018: Three stakeholder meetings were held in which participants were asked a series of questions to elicit ideas about what our students need to be able to know, understand, and do at the end of their TK-12 education and how schools can help develop those hard and soft skills. Spanish translation was provided. Many ideas were generated and the feedback from each session was similar to the others. The district used this information to evaluate and prioritize the LCAP goals and actions as written in the Spring of 2018. Prior cuts to staff salaries and the status of salary restoration was discussed. Stakeholders hold salary restoration as a high priority.

10/2/2018: Denair Municipal Advisory Committee (MAC) - Superintendent updated community members on the LCAP process and progress toward goals, and invited feedback from the community; community members asked for an update on the status of salary restoration.

10/15/2018: Denair Lions Club - Denair Municipal Advisory Committee (MAC) - Superintendent updated community members on the LCAP process and progress toward goals, and invited feedback from the community

10/23/2018: District English Learner Advisory Committee (DELAC) LCAP Annual Update discussed, and invited feedback from the parents in attendance

12/11/2018: Coffee Hour - Superintendent updated parents on the LCAP process and progress toward goals, and invited feedback from the parents in attendance; parents stated that they are concerned about staff turnover

1/10/2019 Regular Board Meeting - LCAP Update and Discussion

1/17/2019: Two stakeholder meetings were held (in Spanish and English); stakeholders discussed (in relation to LCAP goals) what is going well in the district and what can be improved in the district; notes were shared via the district website, social media, and email with stakeholders. The dedication of teachers and staff was noted by many stakeholders who also asked about the status of salary restoration. It was reported that salary restoration is a high priority for the Governing Board and that the district was able to partially restore salaries this year.

2/14/2019 Regular Board Meeting - LCAP Update and Discussion; Trustees noted that salary restoration remains one of their highest priorities

2/26/2019: Coffee Hour - Superintendent updated parents on the LCAP process and progress toward goals, and invited feedback from the parents in attendance

3/14/2019: Regular Board Meeting - Second Interim Report; Trustees noted that salary restoration remains one of their highest priorities; CBO and Superintendent told Board and audience members that discussions were underway with the employee associations.

3/22/2019: District Collaborative Inservice - Employees reviewed district CA School Dashboard data and participated in activities to help the district evaluate and prioritize the proposed goals for the 2019-20 LCAP

4/11/2019 Regular Board Meeting - LCAP Update and Discussion; Trustees noted that salary restoration remains one of their highest priorities

5/9/2019 Regular Board Meeting - LCAP Update and Discussion

5/21/2019: District English Learner Advisory Committee (DELAC) Title III and other funding discussed; Draft LCAP was shared and reviewed

6/4/2019: Denair Municipal Advisory Committee (MAC) - Superintendent updated community members on the proposed LCAP goals/actions, and invited feedback from the community

2/27/2019 to 3/16/2019 Online Stakeholder Survey (197 responses)

Respondents were asked their level of agreement (scale of 1 to 5, with 5 being high) with our proposed goals/actions. Below is the percent of respondents who scored these goals as either a 4 or 5:

Improving/Maintaining Graduation Rate - 83%

Intervention and Enrichment - 81%

Facilities and Safety - 79%  
Standards Implementation - 77%  
Highly Effective Staff - 72%  
System of Accountability - 72%  
Community Engagement - 68%

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.

The Denair Elementary Charter Academy (DECA) Local Control Accountability Plan (LCAP) was posted to the DUSD website and made available to the public for inspection on June 7, 2019.

## Impact on LCAP and Annual Update

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

Throughout the 2018-2019 school year, the goals, actions, and metrics were reviewed with input and support from stakeholders. Results of the survey and community input meetings indicated that we should continue moving forward with our goals and actions for the third year of this LCAP cycle, with some reprioritizing of actions. Because of the strong support and feedback about attracting and retaining high quality staff, the district made salary restoration a very high priority during LCAP and budget development (Goal 1).

The 2019-20 DECA LCAP was accepted by the Denair Unified School District Governing Board at the June 13, 2019 meeting.

# Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

## Goal 1

All 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"> <li>1. Percentage of staff highly qualified in their positions</li> <li>2. Number of staff retained each school year</li> <li>3. Rate of staff receiving professional development relevant to their positions</li> </ol> <p>B. Data on:</p> <ol style="list-style-type: none"> <li>1. California Assessment of Student Performance and Progress (CAASPP – statewide assessments)</li> <li>2. District audit and inventory of instructional materials</li> <li>3. Number of students being reclassified based on CELDT, renaissance place benchmarks, and/or administrator and parent coordination</li> <li>4. California Science Test (CAST)</li> <li>5. Fitness Exam</li> <li>6. Student Participation in World Language</li> <li>7. Student Participation in Visual and Performing Arts</li> </ol>	<p>A. 1. 96.3% of staff are highly qualified in their positions</p> <ol style="list-style-type: none"> <li>2. 73.5% of staff were retained from 2015-2016</li> <li>3. 78% of staff have attended Professional Development as of 5/18/17</li> </ol> <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"> <li>2. 100% Sufficient Textbooks and Instructional Materials</li> <li>3. 4 students reclassified</li> <li>4. CST baseline: 52% scoring proficient/advanced</li> <li>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</li> </ol>	<p>A. 1. Maintain/Increase number of staff highly qualified in their positions</p> <ol style="list-style-type: none"> <li>2. Retain at least 3% more staff when compared to 2016-2017</li> <li>3. Develop key criteria/standards/procedures to tailor employee training</li> </ol> <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"> <li>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,</li> </ol>	<p>A. 1. Maintain/Increase number of staff highly qualified in their positions</p> <ol style="list-style-type: none"> <li>2. Retain at least 3% more staff when compared to 2017-2018</li> <li>3. Develop key criteria/standards/procedures to tailor employee training</li> </ol> <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"> <li>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</li> </ol>	<p>A. 1. Maintain/Increase number of staff highly qualified in their positions</p> <ol style="list-style-type: none"> <li>2. Retain at least 3% more staff when compared to 2018-2019</li> <li>3. Develop key criteria/standards/procedures to tailor employee training</li> </ol> <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"> <li>2. 100% of students will have access to textbooks and curricula that are aligned with state standards</li> <li>3. Increase by 5% students being reclassified</li> <li>4. CAST: establish a baseline (2017-18 was a field test year)</li> <li>5. Maintain/Increase the percentage of students passing each component in the fitness exam; survey staff for effectiveness for state</li> </ol>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>C. Data on:</p> <ol style="list-style-type: none"> <li>1. School Safety Inspection Checklist and Facility Inspection Tool</li> <li>2. Master Facilities Plan</li> <li>3. Master Equipment Plan</li> </ol> <p>D. Participation in Wellness Committee</p>	<ol style="list-style-type: none"> <li>6. Baseline: 100% of students receiving World Language</li> <li>7. Baseline: 9.6% students in band this year</li> </ol> <p>C. 1. Baseline: 97.5%</p> <ol style="list-style-type: none"> <li>2. Begin Developing master facilities plan</li> <li>3. 51.4% additional equipment was replaced in 2016-2017</li> </ol> <p>D. Develop a wellness committee and track participation</p>	<ol style="list-style-type: none"> <li>3. Maintain/Increase the percentage of students being reclassified</li> <li>4. CST: Increase by 3% for those students scoring Proficient and Advanced</li> <li>5. Maintain/Increase the percentage of students passing each component in the fitness exam,</li> <li>6. Increase by 5% when comparing the number of students enrolled in World Language to total enrollment</li> <li>7. Increase by 5% in participation of Band instruction grade 5</li> </ol> <p>C . 1. Maintain/Increase in rate of safe, clean, sustainable and attractive classrooms</p> <ol style="list-style-type: none"> <li>2. Finalize master facilities plan</li> <li>3. Develop a master equipment plan, maximize state/local funding to purchase new equipment</li> </ol> <p>D. Maintain/Increase participation in the wellness committee</p>	<ol style="list-style-type: none"> <li>3. Increase by 5% in students being reclassified</li> <li>4. CST: Increase by 3% for those students scoring proficient and Advanced</li> <li>5. Maintain/Increase the percentage of students passing each component in the fitness exam,</li> <li>6 . Increase by 5% when comparing the number of students enrolled in Modern Language to total enrollment,</li> <li>7. Increase by 5% in participation of Band instruction grade 5</li> </ol> <p>C. 1. Maintain/Increase in rate of safe, clean, sustainable and attractive classrooms</p> <ol style="list-style-type: none"> <li>2. Address at least one need identified in the master facilities plan</li> <li>3. Maintain reserve levels equal to at least two years of identified equipment replacement needs; maximize state/local funding to purchase new equipment</li> </ol>	<p>aligned physical education materials</p> <ol style="list-style-type: none"> <li>6. Maintain 100% of students enrolled in World Language</li> <li>7. Increase by 5% in participation of Band instruction grade 5</li> </ol> <p>C. 1. Maintain/Increase in rate of safe, clean, sustainable and attractive classrooms</p> <ol style="list-style-type: none"> <li>2. Address at least one need identified in the facilities plan</li> <li>3. Maintain reserve levels equal to at least two years of identified equipment replacement needs; maximize state/local funding to purchase new equipment</li> </ol> <p>D. Maintain/Increase participation in the wellness committee</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
			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

**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

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

Unchanged Action

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

Modified 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

Provide increased compensation through salary restoration to attract and retain 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	\$1,588,717	\$1,891,829	\$2,005,046
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	\$581,174	\$167,106	\$3,084
Source	Charter Start-up	Charter Start-up	Classified PDBG
Budget Reference	Dual Immersion Teachers, Support/Clerical Staff, Substitutes, Benefit Plans	Dual Immersion Teachers, Support/Clerical Staff, Substitutes, Benefit Plans	Professional Development
Amount	\$925	\$17,709	\$15,250
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	\$17,500	\$195,325	\$67,000
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	\$47,175		
Source	Charter Start-up		
Budget Reference	Professional Development, Books, Other DECA Supplies for start-up programs		
Amount	\$163,185		
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

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

Modified Action

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

Provide increased compensation through salary restoration to attract and retain 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	\$631,488	\$842,806	\$1,036,353
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	\$26,900	\$11,841	\$12,500
Source	LCFF Supplemental	LCFF Supplemental	LCFF Supplemental
Budget Reference	Professional Development	Professional Development	Professional Development
Amount			\$45,005
Source			LCFF Supplemental
Budget Reference			Bilingual Paraeducators and Benefit Plans

**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

**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

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

Unchanged Action

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

Modified 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

Provide increased compensation through salary restoration to attract and retain 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	\$3,478	\$3,680	\$0
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 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

**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

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	\$193,833	\$16,594	\$32,000
Source	One-time Unrestricted	LCFF Supplemental	LCFF Supplemental
Budget Reference	Curriculum/Books/Supplies	Curriculum/Books/Supplies	Curriculum/Books/Supplies



Amount	\$85,416	\$25,090	\$26,000
Source	Charter Start-up	Lottery Prop 20	Lottery Prop 20
Budget Reference	Curriculum/Books/Supplies	Curriculum/Books/Supplies	Curriculum/Books/Supplies
Amount	\$19,837	\$9,240	\$12,000
Source	LCFF Supplemental	Lottery	Lottery
Budget Reference	Curriculum/Books/Supplies	Curriculum/Books/Supplies	Curriculum/Books/Supplies
Amount	\$53,420	\$6,000	\$5,000
Source	Lottery Prop 20	Lottery	Lottery
Budget Reference	Curriculum/Books/Supplies	Assessments	Assessments
Amount	\$19,630		
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

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

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	\$88,105	\$91,196	\$88,500
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	Ongoing Utilities	Ongoing Utilities	Ongoing Utilities
Amount	\$235,945	\$146,112	\$36,467
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	\$35,100	\$370,000	\$305,000
Source	LCFF Base	One-time Unrestricted	Maintenance
Budget Reference	Reserve for Equipment Replacement	New buildings for DECA expansion	New buildings for DECA expansion
Amount	\$62,280	\$500	\$48,448
Source	One-time Unrestricted	LCFF Supplemental	LCFF Base
Budget Reference	New buildings/equipment for DECA expansion	Safety Supplies	Custodians and Benefit Plans
Amount	\$16,000	\$19,495	\$32,000
Source	Charter Start-up	Lottery	Lottery
Budget Reference	Computer Equipment/Technology	Equipment Maintenance	Equipment Maintenance and Replacement
Amount	\$23,300		
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

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

Develop and continually improve the District's wellness policy

2018-19 Actions/Services

Continually improve the District's wellness policy

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	Lottery
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 qualifying students who participate in Intervention Services

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"> <li>1. Suspensions</li> <li>2. Expulsions</li> <li>3. Chronic Absenteeism</li> <li>4. Participation in clubs</li> <li>5. California Healthy Kids Survey</li> <li>6. Participation on Child Nutrition Program</li> <li>7. Follow-up on medical/health services</li> </ol> <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"> <li>1. 2% suspensions for 16-17 (as of 5/18/17)</li> <li>2. 0 expulsions for 16-17(as of 5/25/17)</li> <li>3. 7.9% for 15-16</li> <li>4. Baseline: 120 (22.6%)</li> <li>5. Baseline will be determined in 17-18</li> <li>6. 40% participation ( as of 5/15/17)</li> <li>7. 100% follow up on medical/health services</li> </ol> <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 <math>\geq 5\%</math> &amp; <math>&lt; 10\%</math> was 170 students (28.76%) for DECA</p> <p>Students Absent <math>\geq 10\%</math> &amp; <math>&lt; 20\%</math> was 65 students (11.00%) for DECA</p> <p>Students Absent <math>\geq 20\%</math> 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"> <li>1. 5% decrease in suspension days</li> <li>2. Maintain expulsion rate at 0</li> <li>3. 5% decrease in chronic absenteeism</li> <li>4. 3% increase in participation in clubs; Increase participation in annual student council training workshop for grades 4-5</li> <li>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</li> <li>6. 5% increase in participation in Child Nutrition Program</li> </ol>	<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"> <li>1. Maintain/decrease % of students being suspended</li> <li>2. Zero expulsions</li> <li>3. Maintain/decrease % of students who are chronically absent</li> <li>4. 3% increase in participation in clubs; Increase participation in annual student council training workshop for grades 4-5</li> <li>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</li> <li>6. 5% increase in participation in Child Nutrition Program</li> </ol>

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	\$1,750
Source	Title I	Title I	Lottery
Budget Reference	Summer intervention/bridge program	Summer intervention/bridge program	Intervention Materials
Amount	\$95,376	\$104,525	\$144,902
Source	Title I	Title I	LCFF Supplemental
Budget Reference	Intervention Teachers, Substitutes, and Benefit Plans	Intervention Teachers, Substitutes, and Benefit Plans	Intervention Teachers, Paraeducators, Substitutes, and Benefit Plans
Amount	\$5,000	\$28,951	\$20,564
Source	Title I	LCFF Supplemental	Low Performing BG
Budget Reference	Supplemental Intervention Materials	EL Support and Assessments	Additional Intervention Supports
Amount	\$22,985	\$5,297	
Source	LCFF Supplemental	Title III	
Budget Reference	EL Support and Assessments	Additional EL Supports	



Amount	\$1,046		
Source	Title III		
Budget Reference	Additional EL Supports		
Amount	\$11,000		
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

**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

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

2018-19 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

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

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$433,642	\$35,000	\$2,000
Source	LCFF Base	LCFF Base	Maintenance
Budget Reference	Nursing Services and medical supplies	Nursing Services and medical supplies	Safety Supplies
Amount	\$667,023	\$667,096	\$952,374
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	\$21,891	\$38,448	\$79,538
Source	Charter Start-up	LCFF Supplemental	LCFF Supplemental
Budget Reference	Campus Supervisor/Security	Campus Supervisor/Security/PBIS	Campus Supervisor/Counseling/Security/PBIS
Amount			\$178,342
Source			Food Service
Budget Reference			Healthy meals through DUSD Nutrition Services program

**Action 3**

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Location(s):**

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

[Add Location(s) selection here]

**OR**

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

**Students to be Served:**

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

English Learners

**Scope of Services:**

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

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

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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	\$9,000
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 and services 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 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"> <li>1. New grants received</li> <li>2. New partnerships established</li> </ol> <p>C. Data on:</p> <ol style="list-style-type: none"> <li>1. Participation in transition activities</li> </ol>	<p>B.</p> <ol style="list-style-type: none"> <li>1. DECA applied for new federal Charter Start-up Funds, results for the grant should be available June, 2017</li> <li>2. Baseline partnerships with SCOE</li> </ol> <p>C.</p> <ol style="list-style-type: none"> <li>1. 100% student participation in Kindergarten Round-up</li> <li>2. 95% student participation in transition activities</li> </ol>	<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> <p>2. Partnerships with SCOE, and Mobile Dairy Classroom</p> <p>C. 1. Maintained student participation in Kindergarten Round-up</p> <p>2. Maintained student participation in transition activities</p>	<p>in attendance rates when 95-98%</p> <p>2. 5% increase in parent/family volunteers</p> <p>B. Data on:</p> <ol style="list-style-type: none"> <li>1. 2% increase in government grants; 2% increase in private grants/donations</li> <li>2. 2% increase in community/booster funding; Increase in participation of Community Business Partnership Program</li> </ol> <p>C. 1. 80% participation in Kindergarten Round-up; 95% participation in transition activities</p>	<p>in attendance rates when 95-98%</p> <p>2. 5% increase in parent/family volunteers</p> <p>B . 1. 2% increase in government grants; 2% increase in private grants/donations</p> <p>2. 2% increase in community/booster funding; Increase in participation of Community Business Partnership Program</p> <p>C. 1. Maintain 100% attendance in Kindergarten Roundup and 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

**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

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	\$3,364	\$9,000
Source	LCFF Base	LCFF Base	Lottery
Budget Reference	Parent Outreach	Parent Outreach, Club Stipends	Student Incentives/Field Trips/Advertising
Amount	\$2,144	\$15,000	\$129,000
Source	Donations	LCFF Supplemental	LCFF Supplemental
Budget Reference	Student Incentives	Field Trips/Transportation	Field Trips/Transportation
Amount	\$15,000	\$3,325	\$1,000
Source	LCFF Supplemental	LCFF Supplemental	LCFF Supplemental
Budget Reference	Field Trips/Transportation	Additional Parent Communication	Additional Parent Communication

Amount	\$300	\$22,990	
Source	LCFF Supplemental	Lottery	
Budget Reference	Additional Parent Communication	Student Incentives/Field Trips	
Amount	\$15,750		
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	\$25,000	\$25,815	\$1,000
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	\$1,000
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	\$1,107		
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

**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

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	\$1,000	\$1,000	\$500
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

**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)

**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)

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

**Actions/Services**

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

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

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

Modified Action

Unchanged Action

Unchanged 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	\$1,760	\$1,760	\$13,270
Source	LCFF Base	LCFF Base	LCFF Supplemental
Budget Reference	Additional library services	Additional library services	Additional library services
Amount	\$100	\$36,935	\$38,727
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	\$25,225		
Source	LCFF Supplemental		
Budget Reference	Language Lab Teachers, Substitutes, Benefit Plans		

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

\$725,912.00

Percentage to Increase or Improve Services

16.10%

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 intervention teachers, extra classified hours for community and parent outreach, 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 16.1% 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:  $\$1,525,295/\$2,650,819 = 57.54\%$

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:  $\$995,000/\$3,669,618 = 27.11\%$

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$582,768

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](mailto:lcff@cde.ca.gov).*

### **Plan Summary**

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

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

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

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

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

### **Comprehensive Support and Improvement**

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

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

## Annual Update

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

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

## Annual Measurable Outcomes

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

## Actions/Services

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

## Analysis

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

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

## Stakeholder Engagement

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



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

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

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

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

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

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

## Goals, Actions, and Services

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

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

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

### New, Modified, Unchanged

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

## Goal

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

## Related State and/or Local Priorities

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

## Identified Need

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

## Expected Annual Measurable Outcomes

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

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

## Planned Actions/Services

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

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

### Students to be Served

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

## Location(s)

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

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

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

### Students to be Served

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

### Scope of Service

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

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

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

## Location(s)

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

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

## **Actions/Services**

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

### **New/Modified/Unchanged:**

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

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

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

## **Budgeted Expenditures**

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

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

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

## Demonstration of Increased or Improved Services for Unduplicated Students

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

### Estimated Supplemental and Concentration Grant Funds

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

### Percentage to Increase or Improve Services

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

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

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

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

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

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

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

# State Priorities

**Priority 1: Basic Services** addresses the degree to which:

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

**Priority 2: Implementation of State Standards** addresses:

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

**Priority 3: Parental Involvement** addresses:

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

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

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

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

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

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

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

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

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

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

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

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

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

**Local Priorities** address:

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



# APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

- (a) “Chronic absenteeism rate” shall be calculated as follows:
  - (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:
    - (A) enrolled less than 31 days
    - (B) enrolled at least 31 days but did not attend at least one day
    - (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
      - (i) are enrolled in a Non-Public School
      - (ii) receive instruction through a home or hospital instructional setting
      - (iii) are attending a community college full-time.
  - (2) The number of students who meet the enrollment requirements.
  - (3) Divide (1) by (2).
- (b) “High school dropout rate” shall be calculated as follows:
  - (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
  - (2) The total number of cohort members.
  - (3) Divide (1) by (2).
- (c) “High school graduation rate” shall be calculated as follows:
  - (1) For a 4-Year Cohort Graduation Rate:
    - (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
    - (B) The total number of students in the cohort.
    - (C) Divide (1) by (2).
  - (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:
    - (A) The number of students who either graduated as grade 11 students or who earned any of the following:
      - (i) a regular high school diploma
      - (ii) a High School Equivalency Certificate
      - (iii) an adult education diploma
      - (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
    - (B) The number of students in the DASS graduation cohort.
    - (C) Divide (1) by (2).
- (d) “Suspension rate” shall be calculated as follows:
  - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
  - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
  - (3) Divide (1) by (2).
- (e) “Expulsion rate” shall be calculated as follows:
  - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
  - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

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

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

# APPENDIX B: GUIDING QUESTIONS

## Guiding Questions: Annual Review and Analysis

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

## Guiding Questions: Stakeholder Engagement

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

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

## **Guiding Questions: Goals, Actions, and Services**

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

*Prepared by the California Department of Education, January 2019*

# LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	4,831,298.00	4,998,971.00	5,280,107.00	4,831,298.00	5,352,120.00	15,463,525.00
Charter Start-up	193,921.00	248,062.00	791,256.00	193,921.00	0.00	985,177.00
Classified PDBG	0.00	819.00	0.00	0.00	3,084.00	3,084.00
Donations	0.00	18,375.00	3,251.00	0.00	0.00	3,251.00
Food Service	0.00	78,884.00	925.00	0.00	178,342.00	179,267.00
LCFF Base	2,218,474.00	2,115,654.00	2,311,033.00	2,218,474.00	2,208,994.00	6,738,501.00
LCFF Supplemental	995,000.00	1,086,655.00	742,835.00	995,000.00	1,542,795.00	3,280,630.00
Lottery	76,314.00	109,494.00	83,060.00	76,314.00	76,500.00	235,874.00
Lottery Prop 20	25,090.00	67,892.00	53,420.00	25,090.00	26,000.00	104,510.00
Low Performing BG	0.00	33,812.00	0.00	0.00	20,564.00	20,564.00
Maintenance	146,112.00	97,900.00	235,945.00	146,112.00	343,467.00	725,524.00
One-time Unrestricted	370,000.00	360,752.00	256,113.00	370,000.00	0.00	626,113.00
Special Education	670,776.00	780,672.00	670,501.00	670,776.00	952,374.00	2,293,651.00
Title I	130,314.00	0.00	130,722.00	130,314.00	0.00	261,036.00
Title III	5,297.00	0.00	1,046.00	5,297.00	0.00	6,343.00

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

<b>Total Expenditures by Object Type</b>						
<b>Object Type</b>	<b>2018-19 Annual Update Budgeted</b>	<b>2018-19 Annual Update Actual</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2017-18 through 2019-20 Total</b>
All Expenditure Types	4,831,298.00	4,998,971.00	5,280,107.00	4,831,298.00	5,352,120.00	15,463,525.00
	4,831,298.00	4,998,971.00	5,280,107.00	4,831,298.00	5,352,120.00	15,463,525.00

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

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	4,831,298.00	4,998,971.00	5,280,107.00	4,831,298.00	5,352,120.00	15,463,525.00
	Charter Start-up	193,921.00	248,062.00	791,256.00	193,921.00	0.00	985,177.00
	Classified PDBG	0.00	819.00	0.00	0.00	3,084.00	3,084.00
	Donations	0.00	18,375.00	3,251.00	0.00	0.00	3,251.00
	Food Service	0.00	78,884.00	925.00	0.00	178,342.00	179,267.00
	LCFF Base	2,218,474.00	2,115,654.00	2,311,033.00	2,218,474.00	2,208,994.00	6,738,501.00
	LCFF Supplemental	995,000.00	1,086,655.00	742,835.00	995,000.00	1,542,795.00	3,280,630.00
	Lottery	76,314.00	109,494.00	83,060.00	76,314.00	76,500.00	235,874.00
	Lottery Prop 20	25,090.00	67,892.00	53,420.00	25,090.00	26,000.00	104,510.00
	Low Performing BG	0.00	33,812.00	0.00	0.00	20,564.00	20,564.00
	Maintenance	146,112.00	97,900.00	235,945.00	146,112.00	343,467.00	725,524.00
	One-time Unrestricted	370,000.00	360,752.00	256,113.00	370,000.00	0.00	626,113.00
	Special Education	670,776.00	780,672.00	670,501.00	670,776.00	952,374.00	2,293,651.00
	Title I	130,314.00	0.00	130,722.00	130,314.00	0.00	261,036.00
	Title III	5,297.00	0.00	1,046.00	5,297.00	0.00	6,343.00

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

**Total Expenditures by Goal**

<b>Goal</b>	<b>2018-19 Annual Update Budgeted</b>	<b>2018-19 Annual Update Actual</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2017-18 through 2019-20 Total</b>
<b>Goal 1</b>	3,815,023.00	3,808,418.00	3,902,908.00	3,815,023.00	3,770,153.00	11,488,084.00
<b>Goal 2</b>	905,206.00	1,086,573.00	1,288,409.00	905,206.00	1,388,470.00	3,582,085.00
<b>Goal 3</b>	111,069.00	103,980.00	88,790.00	111,069.00	193,497.00	393,356.00
<b>Goal 4</b>			0.00		0.00	0.00
<b>Goal 5</b>			0.00		0.00	0.00

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



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

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