

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

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

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

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

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

LEA Name

Denair Charter Academy

Contact Name and Title

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## 2017-20 Plan Summary

### The Story

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

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

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

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



## LCAP Highlights

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

Stakeholders had a more in depth look at the state dashboard and DCA's indicators to help drive decisions on priorities within the LCAP for each site. Highlights of this year's LCAP include the continued implementation and analysis of data from NWEA MAP testing and improvement of standards based personalized learning through an independent study and/or home school atmosphere.

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

A-G- History/social science ("a"); English ("b"); Mathematics ("c"); Laboratory science ("d");  
Language other than English ("e"); Visual & performing arts ("f"); College-preparatory elective ("g")  
API - Academic Performance Index  
CAASPP- California Assessment of Student Performance and Progress  
CDE- California Department of Education  
COE- County Office of Education  
CDS- County/District/Schools  
CELDT- California English Language Development Test  
CIM- Certificate of Initial Mastery  
CRSIG- Central Region School Insurance Group  
CSEA- California School Employees' Association  
CST- California Standards Test  
CTE- Career Technical Education  
DAC- District Advisory Committee  
DCA- Denair Charter Academy  
DELAC- District English Learner Advisory Committee  
DUSD- Denair Unified School District  
DUTA- Denair Unified Teachers' Association  
EC- Education Code

EL- English Learners  
ELA- English Language Arts  
ELD- English Language Development  
EO- English Only  
FIT- Facility Inspection Tool  
HFZ- Healthy Fit Zone  
IFEP- Initially Fluent English Proficient  
LCAP- Local Control and Accountability Plan  
LCFF- Local Control Funding Formula  
LEA- Local Educational Agency  
MAP- Measures of Academic Progress  
NWEA- Northwest Evaluation Association  
PBIS- Positive Behavior Interventions and Support  
PFT- Physical Fitness Tests  
PIQE- Parent Institute for Quality Education  
RFEP-Reclassified Fluent English Proficient  
RTI- Response to Intervention  
SOLOM- Student Oral Language Observation Matrix  
TUPE- Tobacco Use Prevention Education  
UC- University of California  
V&P- Visual and Performing Arts

## Review of Performance

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

## Greatest Progress

The all students group, Hispanic student group, and White student group are in the medium percentile (yellow) on the state indicators for graduation rates. DCA will continue to offer personalized learning opportunities to students to provide the best opportunities for graduation and post-secondary education. DCA will continue to utilize NWEA MAP testing to analyze student progress and adjust instruction as needed.

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

## Greatest Needs

The Socioeconomically Disadvantaged student group is in the very low percentile (red) on the state indicators for graduation rates. DCA is also in the low percentile (orange) for all student groups on the state indicators for suspension rates. DCA will continue to implement PBIS while also maintaining a Learning Center where students can receive support.

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

Performance Gaps

After comparing all student groups to DCA's "all student" performance, the only state indicator where any student group was two or more performance levels below the "all student" performance was Socioeconomically Disadvantaged student group for Graduation Rates. DCA will utilize LCFF Supplemental dollars to add an Intervention Paraeducator that can provide additional support for socioeconomically disadvantaged students.

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

Increased or Improved services

DCA will continue to implement and improve a Response to Intervention model to help support students make progress academically, socially and emotionally. In order to implement this plan, NWEA Measures of Academic Progress (MAP) assessment is used to assess students academic readiness level. Strategic levels of supports are then implemented for each student based on their individual needs.

Budget Summary

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

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures For LCAP Year	\$2,247,486.00
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	\$2,252,719.00

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

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

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	\$2,296,822.00

# Annual Update

LCAP Year Reviewed: **2017-18**

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

## Goal 1

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

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 1: Basic (Conditions of Learning)
	Priority 2: State Standards (Conditions of Learning)
	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. A-G Course Completion
3. District audit and inventory of instructional materials
4. Number of students being reclassified based on CELDT, renaissance place benchmarks, and/or administrator and parent coordination
5. California Science Test (CST)
6. Fitness Exam
7. Student Participation in World Language

##### C. Data on:

1. School Safety Inspection Checklist and Facility Inspection Tool
2. Master Facilities Plan
3. Master Equipment Plan

##### D. Participation in Wellness Committee

### Actual

A1. 100% of staff were highly qualified in their positions

A2. 79% of staff were retained from 2017-2018

A3. 64% of staff have attended Professional Development as of 4/27/2018

B1. ELA: 33% with Level 3+ scores and 39% with Level 1 scores; Math: 6% with Level 3+ scores and 66% with Level 1 scores

B2. No A-G Coursework at this time, but plan to increase access through virtual classes offered

B3. 100% Sufficient Textbooks and Instructional Materials

B4. No students reclassified in 2017-18 yet due to ELPAC scores not being received back yet.

B5. During the 2016-17 test administration, students in grades five and eight, and ten, eleven, or twelve (depending on the high school grade level assigned to each high school) participated in pilot tests in science. The pilot test is meant to evaluate test questions, as well as help students and schools become familiar with new standards and content. There are no student scores for the science pilot.

B6. DCA HFZ: Aerobic Capacity: 58.3% in Healthy Fit Zone (HFZ), Body Composition: 66.7% in HFZ, Abdominal Strength: 75% in HFZ, Trunk Extension Strength: 75% in HFZ, Upper Body Strength: 75% in HFZ, Flexibility: 91.7% in HFZ

B7. World Language: 2.23% participation

C1. 100%

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

C3. 83% less equipment was replaced in 2017-2018

D. Develop a wellness committee and track participation

## Expected

### 17-18

- A. 1. Maintain number of staff highly qualified in their positions
- 2. Retain at least 3% more staff when compared to 2016-2017
- 3. Develop key criteria/standards/procedures to tailor employee training
  
- B. 1. CAASPP: Increase by 5% in Level 3+ scores in each subject area; decrease by 5% in Level 1 scores in each subject area
- 2. Create a baseline of students completing A-G courses
- 3. Students will have access to ELA and math textbooks and curriculum that is 100% aligned with state standards, Survey staff for effectiveness for state aligned social science, modern language, and physical education materials which students will have sufficient access to, Develop a science curriculum committee to choose a pilot program that is 100% aligned with state standards,
- 4. Maintain/Increase the percentage of students being reclassified
- 5. CST: Increase by 3% for those students scoring Proficient and Advanced
- 6. Maintain/Increase the percentage of students passing each component in the fitness exam
- 7. Increase by 5% when comparing the number of students enrolled in World Language to total enrollment
  
- C. 1. Maintain/Increase in rate of safe, clean, sustainable and attractive classrooms
- 2. Finalize master facilities plan
- 3. Develop a master equipment plan, maximize state/local funding to purchase new equipment
  
- D. Maintain/Increase participation in the wellness committee

## Actual

## Expected

## Actual

### Baseline

- A. 1. 100% of staff are highly qualified in their positions  
 2. 83% of staff retained from 2015-2016  
 3. 90% of staff receiving professional development as of 5/18/17
- B. 1. Baseline ELA: 20% with Level 3+ scores and 33% with Level 1 scores;  
 Baseline Math: 4% with Level 3+ scores and 80% with Level 1 scores  
 2. No A-G Coursework at this time, but plan to increase access through virtual classes offered  
 3. 100% Sufficient Textbooks and Instructional Materials  
 4. 9 students reclassified  
 5. CST baseline: 35% scoring proficient/advanced  
 6. Baseline: Aerobic Capacity: 30.0% in Healthy Fit Zone (HFZ), Body Composition: 35.0% in HFZ, Abdominal Strength: 60.0% in HFZ, Trunk Extension Strength: 100% in HFZ, Upper Body Strength: 40.0% in HFZ, Flexibility: 35.0% in HFZ  
 7. World Language: 5.3% participation
- C. 1. Baseline: 98%  
 2. Begin Developing master facilities plan  
 3. 11.9% additional equipment was replaced in 2016-2017
- D. Develop a wellness committee and track participation

## 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	Maintained 100% of staff being highly qualified in their positions. 4% less staff were retained from the prior year and 26% less staff received professional development (as of 4/27/18).	Teachers, Counselors, Support/Clerical Staff, Administrative Staff, Substitutes, Benefit Plans LCFF Base 1125443	Teachers, Counselors, Support/Clerical Staff, Administrative Staff, Substitutes, Benefit Plans LCFF Base 927843



		Professional Development One-time Unrestricted 123528	Professional Development/Mileage Lottery 200
		Additional Professional Development LCFF Supplemental 12200	Office Supplies Lottery 4508

## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Employ highly qualified staff and provide them with the necessary tools to complete their duties while continually improving the qualifications of staff in each Supplemental position	Maintained 100% of staff being highly qualified in their positions. 4% less staff were retained from the prior year and 26% less staff received professional development (as of 4/27/18).	Supplemental Teachers, Substitutes, Benefit Plans LCFF Supplemental 176849	Supplemental Teachers, Substitutes, Benefit Plans LCFF Supplemental 402473
		Supplemental Services Educator Effectiveness 12500	Supplemental Services/Contracts/Outside or Other Services Educator Effectiveness 12589
		Professional Development LCFF Supplemental 4000	Professional Development LCFF Supplemental 7434
		Additional Professional Development Educator Effectiveness 11346	Additional Professional Development Educator Effectiveness 6864
		Additional Professional Development College Readiness 15000	

## Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Employ highly qualified staff and provide them with the necessary tools to complete their duties while continually improving the qualifications of staff in each Special Education position	Maintained 100% of staff being highly qualified in their positions. 4% less staff were retained from the prior year and 26% less staff received professional development (as of 4/27/18).	Special Education Teachers, Substitutes, Benefit Plans Special Education 73950	Special Education Teachers, Substitutes, Benefit Plans Special Education 47292

## 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	<p>ELA: 13% more students with Level 3+ scores and 6% more students with Level 1 scores; Math: 2% more students with Level 3+ scores and 14% less students with Level 1 scores. There is no A-G Coursework at this time, but plan to increase access through virtual classes offered. DCA maintained 100% sufficient textbooks and instructional materials. There are currently no students being reclassified in 2017-18 due to ELPAC scores not being received yet. During the 2016-17 test administration, students in grades five and eight, and ten, eleven, or twelve (depending on the high school grade level assigned to each high school) participated in pilot tests in science. The pilot test is meant to evaluate test questions, as well as help students and schools become familiar with new standards and content. There are no student scores for the science pilot. This year's fitness exam consists of the following categories/percentages: DCA HFZ: Aerobic Capacity: 28.3% increase in the HFZ, Body Composition: 31.7% increase in the HFZ, Abdominal Strength: 15% increase in the HFZ, Trunk Extension Strength: 25% decrease in the HFZ, Upper Body Strength: 35% increase in the HFZ, Flexibility:</p>	Curriculum/Books/Supplies One-time Unrestricted 103704	Curriculum/Books/Supplies/Instructional Supplies/Office Supplies/Testing Supplies One-time Unrestricted 84970
		Curriculum/Books/Supplies LCFF Base 2200	Curriculum/Books/Supplies LCFF Base 7704
		Supplies/Technology LCFF Supplemental 14623	Supplies/Technology-Equipment/Computer Software Classroom LCFF Supplemental 13089
		Materials and Instructional Programs Lottery 17592	Materials and Instructional Programs/Field Trips/Travel/Conference Lottery 13799
		Instructional Materials Lottery Prop 20 11800	Instructional Materials Lottery Prop 20 61911
			Materials and Instructional Programs/Field Trips Donations 1898

56.7% increase in the HFZ.  
Student participation in World Languages decreased by 3%.

## 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	DCA increased the rate of safe, clean, sustainable and attractive classrooms by 2% up to 100%. This year DCA also began developing a master facilities plan with the support of the architect. Finally, DCA declined by 71.1% in the amount of equipment being replaced, but the reserve remains in tact.	Facility maintenance and repairs Maintenance 56224	Facility maintenance and repairs Maintenance 127547
		Ongoing Utilities LCFF Base 31940	Ongoing Utilities LCFF Base 33140
		Custodial/Grounds/Maintenance Supplies/Services/Repairs Maintenance 248420	Custodial/Grounds/Maintenance Supplies/Services/Repairs/Alarm Services/Telephone Services Maintenance 152245
		Equipment Replacement and Maintenance One-time Unrestricted 85625	Equipment Replacement and Maintenance One-time Unrestricted 3975
		Facility Updates One-time Unrestricted 114356	Equipment Replacement and Maintenance LCFF Supplemental 2000
		Supplemental Equipment LCFF Supplemental 4800	Supplemental Equipment/Instructional Equipment LCFF Supplemental 10000
		Equipment Maintenance Lottery 9500	

## Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Develop and continually improve the wellness policy	DCA has not yet developed a wellness committee. According to CSBA the current wellness policy is up to date.	Meeting Supplies LCFF Base 750	Meeting Supplies/Food/Admin Meetings LCFF Base 1634

## Analysis

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

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

DCA is working on retaining staff and providing professional development to all staff. DCA still needs to work with the District to create a wellness committee to review and further update the Wellness Policy if needed.

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

Action C regarding safe/healthy schools and clean classrooms is highly effective. A majority of the measurement factors for Health Fit Zone increased from last year as well as the rating of clean classrooms increased to 100%.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

One-time funding was not used for Professional Development as originally planned. DCA re-obligated one-time funding to a new Workshop and Culinary Arts buildings for further development of the Career Technical Education Plan. College Readiness Grant wasn't utilized in 17-18. It will be spent in 18-19. Instructional Materials purchased out of Lottery Prop 20 increased by \$50,111 due to having one-time carryover from 16-17.

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

No changes were needed to Goal 1.

# Annual Update

LCAP Year Reviewed: **2017-18**

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

## Goal 2

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

State and/or Local Priorities addressed by this goal:

State 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. Percentage of students being tracked after reclassification
3. Ratio of bilingual staff and EL learners

B. Data on:

1. Suspensions
2. Expulsions
3. Chronic Absenteeism
4. Participation in Clubs
5. Participation in Athletics
6. California Healthy Kids Survey
7. Participation in Child Nutrition Program

C. 1. Increase by 5% in students earning a CTE certificate

Actual

A1. Maintained Intervention participation  
A2. 100% of students being tracked after reclassification  
A3. Maintained ratio of 4:1 ELD students to bilingual staff

B1. 17-18 Suspensions: 0.45%  
B2. 17-18: 0 expulsions  
B3. Students Absent  $\geq 5\%$  &  $< 10\%$  was 39 students (10.74%) for DCA  
Students Absent  $\geq 10\%$  &  $< 20\%$  was 54 students (14.88%) for DCA  
Students Absent  $\geq 20\%$  was 67 students (18.46%) for DCA  
B4. Maintained Participation in Clubs  
B5. Maintained Participation in Athletics  
B6. The California Healthy Kids Survey only goes out every two years, so data won't be available until 2018-19.  
B7. Child Nutrition Program participation: 55%

C. Certificates to be offered through Woodshop and Culinary classes; baseline to be determined once facilities have been built and programs have resumed.

## Expected

### 17-18

#### A.

1. Maintain/Increase number of students participating in Intervention Services provided by the District
2. Maintain/Increase number of students being tracked after reclassification
3. Increase by 3% ratio of bilingual staff to ELD students

#### B. Data on:

1. 5% decrease in suspension days district-wide
2. 5% decrease in pupil expulsion rates
3. 5% decrease in chronic absenteeism
4. 3% increase in participation in clubs; Increase in participation in annual student council training workshop Grades 4-8
5. 2% increase in participation in athletic programs Grades 7-12
6. Increase by 1% in response rate; Increase by 5% the rate of students who feel connected, and Increase by 3% the rate of students who feel safe
7. 5% increase in participation in Child Nutrition Program

#### C. Create a baseline of data

### Baseline

#### A.

1. Intervention participation: 15%
2. 100% of students being tracked after reclassification
3. Increased ratio to 4:1 ELD students to bilingual staff

#### B.

1. 15-16 Suspensions: 2% (7 students)
2. 15-16: 0 expulsions
3. 20.9% a 0.04% decrease from pervious year 15-16
4. Participation in Clubs: 14%
5. Participation in Athletics: 0%
6. CHKS: 74% response rate; 58% students feel connected and 84% feel safe
7. Child Nutrition Program participation: 51%

#### C. Certificates to be offered through Woodshop and Culinary classes; baseline to be determined in 17-18

## 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	DCA maintained Intervention participation, the tracking of EL students, and the ratio of ELD students to bilingual staff.	Summer Intervention Program LCFF Supplemental 11409	Summer Intervention Program LCFF Supplemental 10909
		Summer Intervention Program LCFF Base 6763	Summer Intervention Program LCFF Base 6763
		Supplemental Support and Assessments LCFF Supplemental 35154	Support Staff, Substitutes, Benefit Plans LCFF Supplemental 18022

## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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	DCA decreased suspensions by 1.55% and maintained 0 expulsions. Absences include: DCA Students Absent $\geq 5\%$ & $\geq 10\%$ & $\geq 20\%$ was 67 students (18.46%). DCA also maintained student participation in clubs and athletics. The California Healthy Kids Survey only goes out every two years, so data won't be available until 2018-19. Child Nutrition Program participation increased by 4%.	Campus Supervisor/Security LCFF Base 20898	Campus Supervisor/Security LCFF Base 15963
		Special Education Services Special Education 115432	Special Education Services Special Education 181326
		Healthy Food Options through Food Service LCFF Base 600	Healthy Food Options through Food Service LCFF Base 600
		Nursing Services LCFF Base 13149	Nursing Services LCFF Base 13090
		Counseling Services LCFF Supplemental 41123	Counseling Services LCFF Supplemental 34902
		Healthy Food Options through Food Service Lottery 600	Healthy Food Options through Food Service Lottery 600
		Medical Supplies Lottery 150	Medical Supplies/Nurse/First Aid Supplies Lottery 150
			Phast/TUPE Expenses Donations 3158

## Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Develop and continually improve the process for students to become college and career ready including A-G Courses and a CTE Plan	Certificates to be offered through Woodshop and Culinary classes; baseline to be determined once facilities have been built and programs have resumed.	CTE planning and development including one-time purchases of curriculum One-time Unrestricted 105830	Online A-G courses to allow students to be college ready College Readiness 4777
		Online A-G courses to allow students to be college ready College Readiness 25000	Online A-G courses to allow students to be college ready LCFF Supplemental 1500
		One-time supplies and professional development for A-G courses College Readiness 25000	One-time supplies and professional development for A-G courses/TUPE Materials & Supplies College Readiness 1926
		Counseling Services LCFF Supplemental 76673	Counseling Services/Counselors LCFF Supplemental 82232
		Additional online courses Lottery 4298	Additional online courses Lottery 4298

## Analysis

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

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

DCA hasn't implemented the CTE certification program yet as they need new buildings in order to offer these specialized classes. DCA has obligated all one-time carryovers and revenues to go towards building the CTE program.

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

Response to intervention has not yet been as effective as anticipated. DCA will look into additional ways to provide intervention services to students, like an Intervention Paraeducator.



Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Special Education expenditures increased by \$65,894 primarily due to needing to fund a long-term substitute as well as provide hourly special education services to meet the needs of special education students.

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.

DCA stakeholders wanted to see the order of actions A and B brought down with action C being first, so Goal 2 will have updated actions going forward.

# Annual Update

LCAP Year Reviewed: **2017-18**

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

## Goal 3

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

State and/or Local Priorities addressed by this goal:

State 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. Drop out rates
2. Graduation rates
3. Participation in transition activities

Actual

A1. Attendance: 97.8%

A2. Maintained parent Volunteers

B1. DCA applied with the District for CTE facilities grant to cover the Culinary Arts and Woodshop buildings, but was declined.

B2. DCA partners with DHS to offer Art and Athletics to students.

C1. 20 drop outs; 9%

C2. Graduation Rate: 90%

C3. Maintained participation in Transition Activities

## Expected

## Actual

### 17-18

#### A. Data on:

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

#### B. Data on:

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

#### C. Data on:

1. 1% decrease in drop outs
2. Maintain/ increase Graduation Rates
3. 95% participation in transition activities

### Baseline

#### A.

1. Attendance: 102.84%
2. Parent Volunteers: 1
3. Adult Participation in school events: 23

#### B.

- 1.
- 2.

#### C.

1. 17 drop outs; 7.3%
2. Graduation Rate: 83%
3. Participation Transition Activities: 14% (47 students)

## 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	DCA attendance decreased by 5%, but was over 100% in 2016-17 which is not sustainable. DCA plans to increase or maintain attendance going forward. DCA did maintain parent volunteers.	Parent Communication/Outreach LCFF Base 14930	Parent Communication/Outreach/Transportation LCFF Base 9630
		Student Incentives/Field Trips Lottery 2220	Student Incentives/Field Trips Lottery 7758
			Student Incentives/Field Trips Donations 3200

## 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	DCA applied with the District for CTE facilities grant to cover the Culinary Arts and Woodshop buildings, but was declined. DCA partners with DHS to offer Art and Athletics to students.	Outreach partnerships/services LCFF Base 2770	Outreach partnerships/Services LCFF Base 1970
			Outreach partnerships/Services Lottery 880

## Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continually improve smooth transitions between grade levels, school sites, and programs/services	Drop outs increased by 1.7%, while Graduation rates increased by 7%. DCA maintained participation in transition activities.	Graduation materials/services LCFF Base 5063	Graduation materials/services LCFF Base 3505
			Graduation materials/services Lottery 1000
			Graduation materials/services Donations 411

# Analysis

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

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

DCA plans to increase partnerships as well as continue to reach to students who are not attending classes to reduce the number of drop outs.

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

DCA's partnership with DHS is highly effective in offering additional services/options to students within the District.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

DCA received donations to increase field trips in the amount of \$3,200.

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

No changes to Goal 3 are needed.

# Stakeholder Engagement

LCAP Year: **2018-19**

## Involvement Process for LCAP and Annual Update

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

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

District-wide stakeholder meetings:

4/30/2018

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

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

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

5/17/2018

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

Concerns: (1) No concerns brought forward for DCA other than re-prioritizing Action C to be first in Goal 2.

06/12/2018

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

District English Learner Advisory Committee (DELAC) meetings:

4/26/2018

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

Online Stakeholder Survey:

4/30/2018-6/14/2018

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

(1) 76.7% of stakeholders would like to see a new school structure that emphasizes transformational learning experiences and college and career pathways

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

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

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

## Impact on LCAP and Annual Update

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

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

4/30/2018

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

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

5/17/2018

(1) Action C moved up in priority for Goal 2.

Online Stakeholder Survey (district-wide)

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

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

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

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

(5) DUSD will improve upon the Effective Classroom evaluation tool.

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



# Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

## Goal 1

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

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

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

Local Priorities:

### Identified Need:

- A. Employ highly qualified staff and continually improve the qualifications of staff in each position
- B. Students will have full access to ELA, math, Science, Social Science, ELD, World Language, and Physical Education instruction and state standards for each subject will be fully implemented
- C. Continually improve functional, safe and clean classrooms, facilities, and ground including new and modernized facilities and maintain Equipment Replacement Reserve
- D. Develop and continually improve the District's wellness Policy

## Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<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. A-G Course Completion</li> <li>3. District audit and inventory of instructional materials</li> <li>4. Number of students being reclassified based on CELDT, renaissance place benchmarks, and/or administrator and parent coordination</li> <li>5. California Science Test (CST)</li> <li>6. Fitness Exam</li> <li>7. Student Participation in World Language</li> </ol> <p>C. Data on:</p>	<p>A. 1. 100% of staff are highly qualified in their positions</p> <ol style="list-style-type: none"> <li>2. 83% of staff retained from 2015-2016</li> <li>3. 90% of staff receiving professional development as of 5/18/17</li> </ol> <p>B. 1. Baseline ELA: 20% with Level 3+ scores and 33% with Level 1 scores; Baseline Math: 4% with Level 3+ scores and 80% with Level 1 scores</p> <ol style="list-style-type: none"> <li>2. No A-G Coursework at this time, but plan to increase access through virtual classes offered</li> <li>3. 100% Sufficient Textbooks and Instructional Materials</li> <li>4. 9 students reclassified</li> <li>5. CST baseline: 35% scoring proficient/advanced</li> <li>6. Baseline: Aerobic Capacity: 30.0% in Healthy Fit Zone (HFZ), Body Composition: 35.0% in HFZ, Abdominal Strength: 60.0% in HFZ, Truck</li> </ol>	<p>A. 1. 100% of staff were highly qualified in their positions</p> <ol style="list-style-type: none"> <li>2. 79% of staff were retained from 2017-2018</li> <li>3. 64% of staff have attended Professional Development as of 4/27/2018</li> </ol> <p>B. 1. ELA: 33% with Level 3+ scores and 39% with Level 1 scores; Math: 6% with Level 3+ scores and 66% with Level 1 scores</p> <ol style="list-style-type: none"> <li>2. No A-G Coursework at this time, but plan to increase access through virtual classes offered</li> <li>3. 100% Sufficient Textbooks and Instructional Materials</li> <li>4. No students reclassified in 2017-18 yet due to ELPAC scores not being received back yet.</li> <li>5. During the 2016-17 test administration, students in grades five and eight, and ten, eleven, or twelve (depending on the high school grade level assigned to each high</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. Increase by 5% in students completing A-G courses</li> <li>3. Survey staff for effectiveness for state aligned ELA, math, modern language, and physical education materials which students will have sufficient access to, Students will have access to science textbooks and curriculum that is 100% aligned with state standards, Develop a social science curriculum committee to</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. Increase by 5% in students completing A-G courses</li> <li>3. Survey staff for effectiveness of state aligned ELA, math, science, modern language, and physical education materials which students will have sufficient access to, Students will have access to social science textbooks and curriculum that is 100% aligned with state standards</li> </ol>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>1. School Safety Inspection Checklist and Facility Inspection Tool</p> <p>2. Master Facilities Plan</p> <p>3. Master Equipment Plan</p> <p>D. Participation in Wellness Committee</p>	<p>Extension Strength: 100% in HFZ, Upper Body Strength: 40.0% in HFZ, Flexibility: 35.0% in HFZ</p> <p>7. World Language: 5.3% participation</p> <p>C. 1. Baseline: 98%</p> <p>2. Begin Developing master facilities plan</p> <p>3. 11.9% additional equipment was replaced in 2016-2017</p> <p>D. Develop a wellness committee and track participation</p>	<p>school) participated in pilot tests in science. The pilot test is meant to evaluate test questions, as well as help students and schools become familiar with new standards and content. There are no student scores for the science pilot.</p> <p>6. DCA HFZ: Aerobic Capacity: 58.3% in Healthy Fit Zone (HFZ), Body Composition: 66.7% in HFZ, Abdominal Strength: 75% in HFZ, Trunk Extension Strength: 75% in HFZ, Upper Body Strength: 75% in HFZ, Flexibility: 91.7% in HFZ</p> <p>7. World Language: 2.23% participation</p> <p>C. 1. 100%</p> <p>2. Began Developing master facilities plan with the support of the architect</p> <p>3. 83% less equipment was replaced in 2017-2018</p>	<p>choose a pilot program that is 100% aligned with state standards</p> <p>4. Increase by 5% in students being reclassified</p> <p>5. CST: Increase by 3% for those students scoring proficient and Advanced</p> <p>6. Maintain/Increase the percentage of students passing each component in the fitness exam,</p> <p>7. Increase by 5% when comparing the number of students enrolled in Modern Language to total enrollment</p> <p>C. 1. Maintain/Increase in rate of safe, clean, sustainable and attractive classrooms</p> <p>2. Address at least one need identified in the master facilities plan</p> <p>3. Maintain reserve levels equal to at least two years of identified equipment replacement needs; maximize state/local funding to purchase new equipment</p>	<p>4. Increase by 5% in students being reclassified</p> <p>5. CST: Increase by 3% for those students scoring Proficient and Advanced</p> <p>6. Maintain/Increase the percentage of students passing each component in the fitness exam, Survey staff for effectiveness for state aligned physical education materials which students will have sufficient access to</p> <p>7. Increase by 5% when comparing the number of students enrolled in Modern Language to total enrollment</p> <p>C. 1. Maintain/Increase in rate of safe, clean, sustainable and attractive classrooms</p> <p>2. Address at least one need identified in the master facilities plan</p> <p>3. Maintain reserve levels equal to at least two years of identified equipment replacement needs; maximize state/local funding to</p>

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

## Planned Actions / Services

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

### Action 1

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

#### Students to be Served:

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

All

#### Location(s):

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

Specific Schools: Denair 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

Employ highly qualified staff and provide them with the necessary tools to complete

2018-19 Actions/Services

Employ highly qualified staff and provide them with the necessary tools to complete

2019-20 Actions/Services

Employ highly qualified staff and provide them with the necessary tools to complete

their duties while continually improving the qualifications of staff in each position

their duties while continually improving the qualifications of staff in each position

their duties while continually improving the qualifications of staff in each position

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	927843	941372	960837
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	Teachers, Counselors, Support/Clerical Staff, Administrative Staff, Substitutes, Benefit Plans	Teachers, Counselors, Support/Clerical Staff, Administrative Staff, Substitutes, Benefit Plans	Teachers, Counselors, Support/Clerical Staff, Administrative Staff, Substitutes, Benefit Plans
Amount	4708	5083	5000
Source	Lottery	Lottery	Lottery
Budget Reference	Professional Development and Office Supplies	Professional Development and Office Supplies	Professional Development and Office Supplies
Amount	6953		
Source	Educator Effectiveness		
Budget Reference	Professional Development		

## 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)

### Scope of Services:

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

### Location(s):

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

English Learners  
Foster Youth  
Low Income

Schoolwide

Specific Schools: Denair Charter Academy

### Actions/Services

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

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

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

Unchanged Action

Unchanged Action

Unchanged Action

#### 2017-18 Actions/Services

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

#### 2018-19 Actions/Services

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

#### 2019-20 Actions/Services

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

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	401553	442660	451513
Source	LCFF Supplemental	LCFF Supplemental	LCFF Supplemental
Budget Reference	Supplemental Teachers, Substitutes, Benefit Plans	Supplemental Teachers, Substitutes, Benefit Plans	Supplemental Teachers, Substitutes, Benefit Plans
Amount	12500	8156	8000
Source	Educator Effectiveness	LCFF Supplemental	LCFF Supplemental
Budget Reference	Supplemental Services	Professional Development	Professional Development
Amount	8354		
Source	LCFF Supplemental		
Budget Reference	Professional Development		

### Action 3

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

**Students to be Served:**

(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 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

Modified Action

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

Modified Action

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

Modified Action

#### 2017-18 Actions/Services

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 (Special Education expenditures included with Goal 2)

#### 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 (Special Education expenditures included with Goal 2)

#### 2019-20 Actions/Services

Employ highly qualified staff and provide them with the necessary tools to complete their duties while continually improving the qualifications of staff in each Special Education position (Special Education expenditures included with Goal 2)

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	0	0
Source	Special Education	Special Education	Special Education
Budget Reference	Special Education Teachers, Substitutes, Benefit Plans (Special Education expenditures included with Goal 2)	Special Education Teachers, Substitutes, Benefit Plans (Special Education expenditures included with Goal 2)	Special Education Teachers, Substitutes, Benefit Plans (Special Education expenditures included with 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)

##### Location(s):

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

All

Specific Schools: Denair 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	85100	7574	2500
Source	One-time Unrestricted	LCFF Base	LCFF Base
Budget Reference	Curriculum/Books/Supplies	Assessments	Curriculum/Books/Supplies
Amount	7574	7133	10000
Source	LCFF Base	LCFF Supplemental	LCFF Supplemental
Budget Reference	Assessments	Supplies/Technology	Supplies/Technology
Amount	13089	9307	10000
Source	LCFF Supplemental	Lottery	Lottery
Budget Reference	Supplies/Technology	Materials and Instructional Programs	Materials and Instructional Programs
Amount	13799	10420	12000
Source	Lottery	Lottery Prop 20	Lottery Prop 20
Budget Reference	Materials and Instructional Programs	Instructional Materials	Instructional Materials
Amount	61911		
Source	Lottery Prop 20		
Budget Reference	Instructional Materials		
Amount	1898		
Source	Donations		
Budget Reference	Curriculum/Books/Supplies		

## Action 5

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

**Students to be Served:**

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

All

**Location(s):**

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

Specific Schools: Denair 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	44763	44763	45000
Source	Maintenance	Maintenance	Maintenance
Budget Reference	Facility maintenance and repairs	Facility maintenance and repairs	Facility maintenance and repairs

Amount	33140	37140	40000
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	Ongoing Utilities	Ongoing Utilities	Ongoing Utilities
Amount	235029	235029	250000
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	2900	1075	1075
Source	One-time Unrestricted	LCFF Base	LCFF Base
Budget Reference	Equipment Replacement and Maintenance	Equipment Maintenance	Equipment Maintenance
Amount	1075	2000	2000
Source	LCFF Base	LCFF Supplemental	LCFF Supplemental
Budget Reference	Equipment Maintenance	Supplemental Equipment	Supplemental Equipment
Amount	2000	10590	10000
Source	LCFF Supplemental	Lottery	Lottery
Budget Reference	Supplemental Equipment	Equipment Maintenance	Equipment Maintenance
Amount	10000		
Source	Lottery		
Budget Reference	Equipment Maintenance		

## 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 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 wellness policy

**2018-19 Actions/Services**

Continually improve the wellness policy

**2019-20 Actions/Services**

Continually improve the wellness policy

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	0	625	750
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	Meeting Supplies	Meeting Supplies	Meeting Supplies

**Action 7****OR****Actions/Services****Budgeted Expenditures**

Budget  
Reference

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# 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 and will engage their individual learning styles to acquire 21st Century Skills as they pursue higher education or Career Technical Pathways.

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

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

Local Priorities:

### Identified Need:

C. Develop and continually improve an effective Career Technical Educational Plan (moved up in priority)

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

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

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
A. Data on: 1. Participation in Intervention	A. 1. Intervention participation: 15%	A. 1. Maintained Intervention participation	A. 1. Maintain/Increase number of students	A. 1. Maintain/Increase number of students

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>2. Percentage of students being tracked after reclassification</p> <p>3. Ratio of bilingual staff and EL learners</p> <p>B. Data on:</p> <p>1. Suspensions</p> <p>2. Expulsions</p> <p>3. Chronic Absenteeism</p> <p>4. Participation in Clubs</p> <p>5. Participation in Athletics</p> <p>6. California Healthy Kids Survey</p> <p>7. Participation in Child Nutrition Program</p> <p>C. 1. Increase by 5% in students earning a CTE certificate</p>	<p>2. 100% of students being tracked after reclassification</p> <p>3. Increased ratio to 4:1 ELD students to bilingual staff</p> <p>B.</p> <p>1. 15-16 Suspensions: 2% (7 students)</p> <p>2. 15-16: 0 expulsions</p> <p>3. 20.9% a 0.04% decrease from pervious year 15-16</p> <p>4. Participation in Clubs: 14%</p> <p>5. Participation in Athletics: 0%</p> <p>6. CHKS: 74% response rate; 58% students feel connected and 84% feel safe</p> <p>7. Child Nutrition Program participation: 51%</p> <p>C. Certificates to be offered through Woodshop and Culinary classes; baseline to be determined in 17-18</p>	<p>2. 100% of students being tracked after reclassification</p> <p>3. Maintained ratio of 4:1 ELD students to bilingual staff</p> <p>B. 1. 17-18 Suspensions: 0.45%</p> <p>2. 17-18: 0 expulsions</p> <p>3. Students Absent <math>\geq 5\%</math> &amp; <math>&lt; 10\%</math> was 39 students (10.74%) for DCA</p> <p>Students Absent <math>\geq 10\%</math> &amp; <math>&lt; 20\%</math> was 54 students (14.88%) for DCA</p> <p>Students Absent <math>\geq 20\%</math> was 67 students (18.46%) for DCA</p> <p>4. Maintained Participation in Clubs</p> <p>5. Maintained Participation in Athletics</p> <p>6. The California Healthy Kids Survey only goes out every two years, so data won't be available until 2018-19.</p> <p>7. Child Nutrition Program participation: 55%</p> <p>C. Certificates to be offered through Woodshop and Culinary</p>	<p>participating in Intervention Services provided by the District</p> <p>2. Maintain/Increase number of students being tracked after reclassification</p> <p>3. Increase by 3% ratio of bilingual staff to ELD students</p> <p>B. Data on:</p> <p>1. 5% decrease in suspension days district-wide</p> <p>2. 5% decrease in pupil expulsion rates</p> <p>3. 5% decrease in chronic absenteeism</p> <p>4. 3% increase in participation in clubs; Increase in participation in annual student council training workshop Grades 4-8</p> <p>5. 2% increase in participation in athletic programs Grades 7-12</p> <p>6. Increase by 1% in response rate; Increase by 5% the rate of students who feel connected, and Increase by 3% the rate of students who feel safe</p>	<p>participating in Intervention Services provided by the District</p> <p>2. Maintain/Increase number of students being tracked after reclassification</p> <p>3. Increase by 3% ratio of bilingual staff to ELD students</p> <p>B. Data on:</p> <p>1. 5% decrease in suspension days district-wide</p> <p>2. 5% decrease in pupil expulsion rates</p> <p>3. 5% decrease in chronic absenteeism</p> <p>4. 3% increase in participation in clubs; Increase in participation in annual student council training workshop Grades 4-8</p> <p>5. 2% increase in participation in athletic programs Grades 7-12</p> <p>6. Increase by 1% in response rate; Increase by 5% the rate of students who feel connected, and Increase by 3% the rate of students who feel safe</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		classes; baseline to be determined once facilities have been built and programs have resumed.	7. 5% increase in participation in Child Nutrition Program  C. Increase by 5% in students earning a CTE certificate	7. 5% increase in participation in Child Nutrition Program  C. Increase by 5% in students earning a CTE certificate

## Planned Actions / Services

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

### Action 1

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

#### Students to be Served:

(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 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

Unchanged Action

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

Increase intervention support for Low Income students, Remedial Support for Foster Youth students, and a two-year tracking process after English Learners are reclassified

Increase intervention support for Low Income students, Remedial Support for Foster Youth students, and a two-year tracking process after English Learners are reclassified

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	10909	11074	11295
Source	LCFF Supplemental	LCFF Supplemental	LCFF Supplemental
Budget Reference	Summer Intervention Program	Summer Intervention Program	Summer Intervention Program
Amount	6763	6881	7019
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	Summer Intervention Program	Summer Intervention Program	Summer Intervention Program
Amount	18022	23937	24416
Source	LCFF Supplemental	LCFF Supplemental	LCFF Supplemental
Budget Reference	Supplemental Support and Assessments	Supplemental Support and Assessments	Supplemental Support and Assessments

## Action 2

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

### Students to be Served:

(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 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**

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**

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**

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	15963	24553	25044
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	Campus Supervisor/Security	Campus Supervisor/Security	Campus Supervisor/Security
Amount	228618	228618	233190
Source	Special Education	Special Education	Special Education
Budget Reference	Special Education Services	Special Education Services	Special Education Services
Amount	600	600	600
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	Healthy Food Options through Food Service	Healthy Food Options through Food Service	Healthy Food Options through Food Service

Amount	13090	13090	15000
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	Nursing Services	Nursing Services	Nursing Services
Amount	34902	34506	35196
Source	LCFF Supplemental	LCFF Supplemental	LCFF Supplemental
Budget Reference	Counseling Services	Counseling Services	Counseling Services
Amount	600	600	600
Source	Lottery	Lottery	Lottery
Budget Reference	Healthy Food Options through Food Service	Healthy Food Options through Food Service	Healthy Food Options through Food Service
Amount	150	150	150
Source	Lottery	Lottery	Lottery
Budget Reference	Medical Supplies	Medical Supplies	Medical Supplies
Amount	3158	2100	2100
Source	Donations	Donations	Donations
Budget Reference	TUPE Grant for Tobacco Use Prevention Education supplies and services	TUPE Grant for Tobacco Use Prevention Education supplies and services	TUPE Grant for Tobacco Use Prevention Education supplies and services

### 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 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 process for students to become college and career ready including A-G Courses and a CTE Plan

**2018-19 Actions/Services**

Continually improve the process for students to become college and career ready including A-G Courses and a CTE Plan

**2019-20 Actions/Services**

Continually improve the process for students to become college and career ready including A-G Courses and a CTE Plan

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	4298	85936	87655
Source	Lottery	LCFF Supplemental	LCFF Supplemental
Budget Reference	Additional online courses	Counseling Services	Counseling Services
Amount	4777	12584	25000
Source	College Readiness	LCFF Supplemental	LCFF Supplemental
Budget Reference	Online A-G courses to allow students to be college ready	Online A-G courses to allow students to be college ready	Online A-G courses to allow students to be college ready

Amount	1926		
Source	College Readiness		
Budget Reference	One-time supplies and professional development for A-G courses		
Amount	83732		
Source	LCFF Supplemental		
Budget Reference	Counseling Services		

# Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

## Goal 3

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

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

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

Local Priorities:

### Identified Need:

- A. Continually improve student, family, and community involvement
- B. Increase outreach partnerships to provide direct/indirect support to students, staff, and community
- C. Continually improve smooth transitions between grade levels, school sites, and programs/services

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
A. Data on: 1. Student Average Daily Attendance 2. Parent Volunteers 3. Participation in school events	A. 1. Attendance: 102.84% 2. Parent Volunteers: 1 3. Adult Participation in school events: 23	A. 1. Attendance: 97.8% 2. Maintained parent Volunteers	A. Data on: 1. 2% increase in attendance rates when under 95%; 1% increase in attendance rates when 95-98%	A. Data on: 1. 2% increase in attendance rates when under 95%; 1% increase in attendance rates when 95-98%

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. Drop out rates</li> <li>2. Graduation rates</li> <li>3. Participation in transition activities</li> </ol>	<p>B.</p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> </ol> <p>C.</p> <ol style="list-style-type: none"> <li>1. 17 drop outs; 7.3%</li> <li>2. Graduation Rate: 83%</li> <li>3. Participation Transition Activities: 14% (47 students)</li> </ol>	<p>B. 1. DCA applied with the District for CTE facilities grant to cover the Culinary Arts and Woodshop buildings, but was declined.</p> <p>2. DCA partners with DHS to offer Art and Athletics to students.</p> <p>C. 1. 20 drop outs; 9%</p> <p>2. Graduation Rate: 90%</p> <p>3. Maintained participation in Transition Activities</p>	<p>2. 5% increase in parent/family volunteers</p> <p>3. Increase in participation of Stakeholder Advisory Committee meeting quarterly; 5% increase parent/family attendance to parent conferences, ELAC, DELAC, DAC; Increase in student participation of community events</p> <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. Data on:</p> <ol style="list-style-type: none"> <li>1. 1% decrease in drop outs</li> <li>2. Maintain/ increase Graduation Rates</li> <li>3. 95% participation in transition activities</li> </ol>	<p>2. 5% increase in parent/family volunteers</p> <p>3. Increase in participation of Stakeholder Advisory Committee meeting quarterly; 5% increase parent/family attendance to parent conferences, ELAC, DELAC, DAC; Increase in student participation of community events</p> <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. Data on:</p> <ol style="list-style-type: none"> <li>1. 1% decrease in drop outs</li> <li>2. Maintain/ increase Graduation Rates</li> <li>3. 95% participation in transition activities</li> </ol>

# 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 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	9630	9630	10000
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	Parent Communication/Outreach	Parent Communication/Outreach	Parent Communication/Outreach



Amount	7758	4084	5000
Source	Lottery	Lottery	Lottery
Budget Reference	Student Incentives/Field Trips	Student Incentives/Field Trips	Student Incentives/Field Trips
Amount	3200	47	100
Source	Donations	LCFF Supplemental	LCFF Supplemental
Budget Reference	Donations for additional field trips	Student Incentives	Student Incentives

## 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 Charter Academy

OR

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

### Students to be Served:

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

[Add Students to be Served selection here]

### Scope of Services:

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

[Add Scope of Services selection here]

### Location(s):

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

[Add Location(s) selection here]

## Actions/Services

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

Unchanged Action

2017-18 Actions/Services

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

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

Unchanged Action

2018-19 Actions/Services

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

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

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1970	1970	2000
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	Outreach partnerships/services	Outreach partnerships/services	Outreach partnerships/services
Amount	880	880	880
Source	Lottery	Lottery	Lottery
Budget Reference	Additional outreach partnerships/services	Additional outreach partnerships/services	Additional outreach partnerships/services

### 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 Charter Academy

OR

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

#### Students to be Served:

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

[Add Students to be Served selection here]

#### Scope of Services:

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

[Add Scope of Services selection here]

#### Location(s):

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

[Add Location(s) selection here]

### Actions/Services

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

Unchanged Action

2017-18 Actions/Services

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

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

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

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

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	3505	3852	4000
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	Graduation materials/services	Graduation materials/services	Graduation materials/services
Amount	1000	1000	1000
Source	Lottery	Lottery	Lottery
Budget Reference	Additional Graduation materials/services	Additional Graduation materials/services	Additional Graduation materials/services
Amount	411		
Source	Donations		
Budget Reference	Donations for additional graduation materials/services		

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

\$354,741.00

Percentage to Increase or Improve Services

18.27%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

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

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

Based on the Minimum Proportionality Percentage calculator, Denair Charter Academy should be providing services for the unduplicated pupils at 18.27% calculated by the target Supplemental and Concentration funds divided by the Base grant funds. However, Denair Charter Academy is maintaining its improved services to unduplicated pupils at the Supplemental and Concentration target rates for a higher proportionality than is required:

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).

Supplemental and Concentration Services/Base Services = Proportionality Rate:  $\$646,500 / \$1,588,466 = 40.7\%$

## Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$276,165

13.74%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

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

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

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

Supplemental and Concentration Services/Base Services = Proportionality Rate:  $\$589,500/\$1,667,825 = 35.35\%$

# 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 LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

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

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

## **Budget Summary**

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

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



the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)
- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

## Annual Update

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

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

## Annual Measurable Outcomes

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

## Actions/Services

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

## Analysis

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

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

in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

## Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

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

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

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

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

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

## Goals, Actions, and Services

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

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

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

### **New, Modified, Unchanged**

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

### **Goal**

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

### **Related State and/or Local Priorities**

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

### **Identified Need**

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

### **Expected Annual Measurable Outcomes**

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

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

### **Planned Actions/Services**

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

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

#### **Students to be Served**

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

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

#### Location(s)

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

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

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

#### Students to be Served

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

#### Scope of Service

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

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

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

#### Location(s)

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

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

## **Actions/Services**

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

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

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

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

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

## **Budgeted Expenditures**

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

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

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

## Demonstration of Increased or Improved Services for Unduplicated Students

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

### Estimated Supplemental and Concentration Grant Funds

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

### Percentage to Increase or Improve Services

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

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

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

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

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

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

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

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

# State Priorities

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

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

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

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

**Priority 3: Parental Involvement** addresses:

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

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

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

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

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



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

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

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

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

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

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

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

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

**Local Priorities** address:

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

# APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

- (a) “Chronic absenteeism rate” shall be calculated as follows:
  - (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
  - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
  - (3) Divide (1) by (2).
- (b) “Middle School dropout rate” shall be calculated as set forth in 5 *CCR* Section 1039.1.
- (c) “High school dropout rate” shall be calculated as follows:
  - (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
  - (2) The total number of cohort members.
  - (3) Divide (1) by (2).
- (d) “High school graduation rate” shall be calculated as follows:
  - (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
  - (2) The total number of cohort members.
  - (3) Divide (1) by (2).
- (e) “Suspension rate” shall be calculated as follows:
  - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
  - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
  - (3) Divide (1) by (2).
- (f) “Expulsion rate” shall be calculated as follows:
  - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
  - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
  - (3) Divide (1) by (2).

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

# APPENDIX B: GUIDING QUESTIONS

## Guiding Questions: Annual Review and Analysis

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

## Guiding Questions: Stakeholder Engagement

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

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

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

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

*Prepared by the California Department of Education, October 2016*

## LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	2,763,412.00	2,331,685.00	2,353,751.00	2,252,719.00	2,298,920.00	6,905,390.00
College Readiness	65,000.00	6,703.00	6,703.00	0.00	0.00	6,703.00
Donations	0.00	8,667.00	8,667.00	2,100.00	2,100.00	12,867.00
Educator Effectiveness	23,846.00	19,453.00	19,453.00	0.00	0.00	19,453.00
LCFF Base	1,224,506.00	1,021,842.00	1,027,353.00	1,054,562.00	1,068,825.00	3,150,740.00
LCFF Supplemental	376,831.00	582,561.00	586,561.00	642,033.00	655,175.00	1,883,769.00
Lottery	34,360.00	33,193.00	46,693.00	35,194.00	32,630.00	114,517.00
Lottery Prop 20	11,800.00	61,911.00	61,911.00	10,420.00	12,000.00	84,331.00
Maintenance	304,644.00	279,792.00	279,792.00	279,792.00	295,000.00	854,584.00
One-time Unrestricted	533,043.00	88,945.00	88,000.00	0.00	0.00	88,000.00
Special Education	189,382.00	228,618.00	228,618.00	228,618.00	233,190.00	690,426.00

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

Total Expenditures by Object Type						
Object Type	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	2,763,412.00	2,331,685.00	2,353,751.00	2,252,719.00	2,298,920.00	6,905,390.00
	2,763,412.00	2,331,685.00	2,353,751.00	2,252,719.00	2,298,920.00	6,905,390.00

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

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	2,763,412.00	2,331,685.00	2,353,751.00	2,252,719.00	2,298,920.00	6,905,390.00
	College Readiness	65,000.00	6,703.00	6,703.00	0.00	0.00	6,703.00
	Donations	0.00	8,667.00	8,667.00	2,100.00	2,100.00	12,867.00
	Educator Effectiveness	23,846.00	19,453.00	19,453.00	0.00	0.00	19,453.00
	LCFF Base	1,224,506.00	1,021,842.00	1,027,353.00	1,054,562.00	1,068,825.00	3,150,740.00
	LCFF Supplemental	376,831.00	582,561.00	586,561.00	642,033.00	655,175.00	1,883,769.00
	Lottery	34,360.00	33,193.00	46,693.00	35,194.00	32,630.00	114,517.00
	Lottery Prop 20	11,800.00	61,911.00	61,911.00	10,420.00	12,000.00	84,331.00
	Maintenance	304,644.00	279,792.00	279,792.00	279,792.00	295,000.00	854,584.00
	One-time Unrestricted	533,043.00	88,945.00	88,000.00	0.00	0.00	88,000.00
	Special Education	189,382.00	228,618.00	228,618.00	228,618.00	233,190.00	690,426.00

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

Total Expenditures by Goal						
Goal	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	2,256,350.00	1,923,115.00	1,874,189.00	1,762,927.00	1,808,675.00	5,445,791.00
Goal 2	482,079.00	380,216.00	427,508.00	444,629.00	467,265.00	1,339,402.00
Goal 3	24,983.00	28,354.00	28,354.00	21,463.00	22,980.00	72,797.00
Goal 4	0.00	0.00	15,700.00	15,700.00	0.00	31,400.00
Goal 5	0.00	0.00	8,000.00	8,000.00	0.00	16,000.00

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