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

Local Control Accountability Plan and Annual Update (LCAP) Template

<u>Addendum:</u> General instructions & regulatory requirements.

<u>Appendix A</u>: Priorities 5 and 6 Rate Calculations

<u>Appendix B:</u> Guiding Questions: Use as prompts (not limits)

<u>LCFF Evaluation Rubrics</u>: 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	Dunlap Leadership Academy		
Contact Name and Title	Ron Pack Principal, DLA	Email and Phone	pack-r@kcusd.com 559 305-7320

2017-20 Plan Summary

THE STORY

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

Dunlap Leadership Academy (DLA) opened as a high school August 18, 2008, in Dunlap, California, as the nineteenth Kings Canyon Unified School District (KCUSD) school. Dunlap is located in the Sequoia National Forest approximately 30 minutes from Reedley, California. Students who live in the mountain communities of Squaw Valley, Dunlap, and Miramonte attend a K-8 elementary school in Dunlap. For high school however, they are transported by bus to Reedley High School in Reedley, California. In an effort to provide a closer option for high school students living in the mountain area, but offered to all KCUSD students, Dunlap Leadership Academy was established.

Dunlap Leadership Academy currently provides a non-classroom based online learning program for students who reside in our district and students seeking an online experience that reside in adjacent counties. The majority of DLA students have historically resided in Kings Canyon Unified. Now a dependent charter, DLA provides another educational option for students in our district, in Fresno County, and throughout California. KCUSD believes we can prevent dropouts and engage students with another way to learn. DLA has received accreditation and is sending students on to the college of their choice. Some students need DLA to accelerate their high school experience and get to college early. Some are able to attend DLA for the purpose of credit recovery as they can go at their own pace, and if motivated, get caught up to return to their comprehensive site. Other students like the challenge of the courses and the simplicity of keeping their academics as the primary focus of their high school years.

In an effort to offer more direct assistance to the students in an online world, Dunlap Leadership Academy is able to provide four full time teachers with CA credentials in English and Music, Math and Art, Science and Social Studies. These teachers are responsible to grade all work in these subject areas. This has allowed better feedback to the students with more opportunity to strengthen as well as reteach their specific, subject matter skills. In addition to correcting all subject matter work in their field, teachers also have a caseload of 25 students whom they are responsible to meet with for one hour a week, every week. During these meetings teachers check on the progress of the course as well as their progress of course completion for the classes assigned during a particular session. For students who do not show up, it is their responsibility to call these students and try to get them back on track. In addition to our four full time teachers, DLA also has a special education teacher who supervises all students in our Special Education Program. We have found that although the course content is rigorous, students can be successful with the support of our special education teacher. We also have a part time counselor who assists with A-G requirements, CSU and UC pathways and requirements, PSAT, SAT and ACT assessments as well as staying on track for graduation. Finally, we have a part time secretary and part time administrator. Although any student can complete coursework from home, DLA offers three

separate campuses/resource centers with computers and internet access for students to attend from 8 AM to 3 PM, 5 days a week, should they choose.

Feeling confident that we have opened up more doors for more students to have access to DLA as an educational option, we are still working on the overall climate of our campuses both physically and emotionally. We want all of our campuses to be inviting to students, comfortable for students while they are there, and physically and emotionally safe. We have upgraded wiring, painted and rearranged furniture, and have added a library space, eating space, as well as a science lab which the students thoroughly appreciate. To address the emotional and psychological needs, Dunlap Leadership Academy is in its second year of implementation of PBIS; Positive Behavior Intervention and Supports. We have defined our school wide expectations around the acronym PRIDE standing for Perseverance, Respect, Integrity, Drive and Excellence. With the input from students, staff, and district personnel we have defined the specific behaviors that are expected of our students and are teaching those daily. DLA just received the highest level possible for it's second year of implementation by receiving a Silver Level Award.

It is our goal to continue to grow our program, providing opportunity for more students to attend and be successful at DLA, preparing themselves for enrollment in college and/or success in career and their local community.

LCAP HIGHLIGHTS

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

The Dunlap Leadership Academy Local Control and Accountability Plan contains six goals designed to primarily increase and/or improve services for our unduplicated student population.
The goals are as follows:
1) Basic Services - ensuring that students are attending school on campuses that are in good condition while being taught by teachers who are appropriately assigned, and provided with adequate textbooks, materials and supplies
2) Implementation of State Standards - ensuring that students have access to grade-level state standards, along with rigorous curriculum, to support academic achievement for all students
3) Goal 3 was previously focused on English language learners. However, due to the very low number of EL students enrolled in our program, we have combined the actions from goal through with those identified in goal 2.
4) Co-Curricular Activities - ensuring that students are provided with opportunities for both educational and co-curricular activities to support college and career readiness.
5) Safe Environment - ensuring that students are provided with safe and nurturing learning environments to support their social, emotional, and academic success
6) Parent Education - ensuring that students have the opportunity to increase academic achievement through the engagement and education of parents and families

Based on student performance, attendance, and graduation data, the focus areas for the 2017/18 school year will be around providing social/emotional and academic support for all students and their families to improve student achievement and graduation rates. These site goals are based on input received from our stakeholders through stakeholder meetings held in November and March, Parent Surveys (Spring 2016 and 2017) and Student Surveys (December 2016), Student Forums held in December 2016, and an analysis of the required metrics and School Dashboards. As a result of the thorough analysis of the previously mentioned data and input, an increased emphasis will be placed on improved student support systems for our unduplicated count of foster and homeless youth, EL students, and low socioeconomic students, which will ultimately result in increasing both attendance and graduation rates at Dunlap Leadership Academy.

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

Dunlap Leadership Academy is celebrating a variety of successes this year as measured by both parent and student perception data along with district student information system data. Students at Dunlap Leadership Academy agree that the overall educational program being provided to them adequately meets their needs. Embedded in the day to day program is information about college and career options, application processes, study trips, and internship opportunities, all of which 95% of students feel adequately prepares them for their post secondary planning and transition. Also embedded in DLA coursework is computer and technology literacy. 93% of students feel that the school, as well as APEX, the online course provider, prepares them to be able to read, write, speak, listen, and analyze using technology tools. This is an imperative skill that prepares our students for college, career, and community.

In addition, DLA celebrates progress towards meeting Local Control and Accountability Plan goals. Our site continues to ensure that 100% of teachers are highly qualified in their subject area. This ensures that we have subject matter experts working with students at all times. Student attendance rate is currently at 91% (as of April 28, 2017), a 4% increase from last year. The attendance rate of our identified Tier II students has also increased by 4% (as of April 28, 2017). Attendance increases may be attributed to the increased awareness of student progress throughout the year (as academic progress is what makes up attendance in independent study programs). In addition, we held parent/admin conferences with students that were not making adequate progress within a given progress report period. With improved attendance has come an increase in the number of courses being completed in an academic year as well. We have a higher percentage of students completing 10 or more online classes in a year than in previous years.

This year parent participation at DLA has also increased. We have added a fall and spring student/parent celebration on campus in which parents are invited to assist with organization and facilitation of student activities and lunch in a non-threatening environment. We also increased the number of parents participating on the school site council and the charter advisory council. We plan to continue to increase parent participation at DLA through improved advertising of school events and by providing more opportunities for parents to be on campus. We know that student achievement is directly tied to parent involvement in the child's education.

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 identified state indicator that needs attention at Dunlap Leadership Academy is suspension rate, based on dashboard data. The suspension rate for the 2014-2015 school year increased by 2.8% overall from the 2013-2014 school year. More specifically, we experienced a 4.3% increase in suspension rate of socioeconomically disadvantaged students and a 5.5% increase for white students. While these percentages actually reflect an increase of only 2 incidents, those 2 incidents equate to a higher than desirable percentage due to low overall enrollment. After thorough analysis of suspension incidents in the 14/15 school year, next steps for DLA staff and administration is to improve supervision (implement the active supervision model) on site and engage in training around the de-escalation of students. In addition, we will continue to implement our positive reinforcement system (PBIS Rewards) to encourage positive student interactions and behavior choices.

Based on attendance data and student academic progress data, we have also identified the need for additional opportunities to receive content specific support outside of regular class time. Our challenge has been and remains getting students to attend additional tutoring or intervention sessions when credit is not offered. In addition, being a non-seat based program adds to the challenge of getting students on campus for these support sessions. Next year, we are planning to add a requirement to our master agreement that includes a requirement to attend tutoring sessions if course progress or grades are less than adequate.

Upon analysis of student and parent surveys and LCAP forums, we have also identified the need to increase course options for students at DLA. To meet this need we plan to clearly identify CTE pathways students can participate in to help them develop their skills and understanding of principles within a specific career pathway.

Also as a result of parent/student surveys and LCAP forum feedback, we have identified the need to increase co-curricular and extracurricular opportunities for students while attending Dunlap Leadership Academy. We plan to add at minimum one additional club next school year to increase student interest in school and improve engagement.

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

Dunlap Leadership Academy does not have any performance gaps as indicated on the CA School Dashboard.

INCREASED OR IMPROVED SERVICES

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

Please refer to "greatest needs" section.

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	$733,574
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	$733,233.31

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.

DLA has the majority of all budget expenditures accounted for the LCAP years 2017 - 2020. However, base funding in the amount of $18,000 has been budgeted for advertising our charter program to our local and surrounding communities. This expenditure does not directly align with LCAP goals for Dunlap Leadership Academy and is therefore not accounted for in planned expenditures for upcoming years.

$577,592	Total Projected LCFF Revenues for LCAP Year

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

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

Goal 1	Goal #1: All students will receive a high quality education in an environment designed to provide them with opportunities to develop their greatest potential.

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED	**ACTUAL**
• % of appropriately credentialed teachers will be at 75% • 100% of teachers will participate in DLA professional development. • All students will have access to standards aligned curriculum	See data appendix attachment.

ACTIONS / SERVICES

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

Action 1

Actions/Services	**PLANNED** 1)Hire and assign fully and appropriately credentialed teachers at all levels and monitor implementation	**ACTUAL** 1)Hired and assigned fully and appropriately credentialed teachers at all levels and monitor implementation
Expenditures	**BUDGETED** 1)Certificated salary and benefits LCFF as DLA operates as a dependent charter to KCUSD-95.2% Base 275,113	**ESTIMATED ACTUAL** 1)Certificated salaries 1000-1999: Certificated Personnel Salaries Base $162,765.89 Certificated Benefits 3000-3999: Employee Benefits Base $51,661.95

Action 2

Actions/Services

PLANNED	ACTUAL
2)Provide professional development and collaboration time to improve instructional strategies and share best practices	2)Professional development and collaboration time to improve instructional strategies and share best practices were provided through KCUSD

Expenditures

BUDGETED	ESTIMATED ACTUAL
2a)Professional development/consultant as provided by district because DLA is a dependent charter. 5800: Professional/Consulting Services And Operating Expenditures Base $0	2a)Professional development/consultant costs embedded in KCUSD LCAP 5800: Professional/Consulting Services And Operating Expenditures Base $0
2b)Professional Development for services specific to on line instruction and Charter School conferences. 5800: Professional/Consulting Services And Operating Expenditures Base 5,000	2b)Professional Development for services specific to on line instruction and Charter School conferences were deemed as unnecessary for staff at this time. 5800: Professional/Consulting Services And Operating Expenditures Base $0

Action 3

Actions/Services

PLANNED	ACTUAL
3)Provide basic operating expenses - include school site secretary, general office materials and supplies, equipment	3)Provided basic operating expenses - including school site secretary, general office materials and supplies, equipment

Expenditures

BUDGETED	ESTIMATED ACTUAL
School basic operating expenses such as secretary salary, office materials, copier rental, etc. 2000-2999: Classified Personnel Salaries Base 115,756	3) School basic operating expenses- classified salary 2000-2999: Classified Personnel Salaries Base $16,774
	3)Materials and supplies 4000-4999: Books And Supplies Base $21,933
	3)copier rental 5000-5999: Services And Other Operating Expenditures Base $4,057
	3)Classified benefits 3000-3999: Employee Benefits Base $4,093

Action 4

Actions/Services

PLANNED	ACTUAL
4) Provide and maintain facilities	4) Provided and maintained facilities

Expenditures

BUDGETED	ESTIMATED ACTUAL
4a) facilities maintenance Base 14,674	4) Facilities maintenance 4000-4999: Books And Supplies Base $2,641

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.	Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability DLA had 100% of it's teachers appropriately credentialed. Basic operating services such as access to an office secretary, credentialed teachers, materials and supplies, curriculum, and facilities maintenance were implemented and sustained throughout the year, providing students with a high quality and safe educational environment. Professional development is offered to teachers at the start of the school year, throughout the year on minimum day Wednesdays, and at the semester break as a refresher. All DLA teachers participate in these professional development opportunities to continue to increase capacity to improve student achievement. Using our district rating scale, actions/services for goal 1 were fully implemented with sustainability. Data from the implementation of each action is monitored regularly by site administration, teachers, and staff.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Rating Scale (lowest to highest): 1- Annual Measurable Outcomes Not Met; 2 - Annual Measurable Outcomes Met; 3 - Annual Measurable Outcomes Exceeded With the support of the Kings Canyon Unified School District, Dunlap Leadership Academy had 100% of teachers appropriately credentialed. This included appropriate credentials for mathematics, social science, science, and ELA. In addition, 100% of DLA teachers participated in district professional development around tech tools, ELD instruction, engagement strategies, and assessment tools along with online curriculum training. Through the use of APEX, our online curriculum provider, all students had access to common core standards aligned curriculum. In addition, students in need of additional support have access to standards aligned support materials such as APEX Tutorials for ELA and Math. The actions identified under goal 1 of the LCAP directly contribute to students having access to a high quality education and environment. Using the rating scale, actions/services for goal 1 were effective at level 2 (annual measurable outcomes met).

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	We significantly over budgeted in the following areas: • Certificated salaries and benefits by $60,687 • Basic operating expenditures (including classified salary/benefits) by $68,898 • Maintenance materials,supplies,equipment by $12,032. • Budgeted $5000 for PD opportunities from base money and ended up charging these workshops to state lottery budget. Costs were much less than initially estimated for the 16/17 LCAP year.
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.	There are no changes made to the 17/18 LCAP as a result of analysis of actions/services or LCAP rubrics for this goal with the exception of a reduction in budget for each of the identified actions.

Annual Update   LCAP Year Reviewed: 2016-17

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

Goal 2	Goal #2: All students will demonstrate an increase in academic achievement in all core subject areas - English Language Arts (ELA), Math, Science and Social Science-through the implementation of state standards.

State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
• Student achievement will be demonstrated by a 2% overall increase in meets/exceeds standards as measured by the Smarter Balanced Assessment (ELA and Math) and a proficient/advanced percentages as measured by the California Standards Test (Science). Student achievement will be demonstrated by a 3% increase for all subgroups in meets/exceeds standards as measured by the Smarter Balanced Assessment (ELA and Math) and a proficient/advanced percentages as measured by the California Standards Test (Science). • Science P/A average will be 17% or above for all students in (10th). All subgroups will close the achievement gap by 1 %. • EAP - The percentage of 11th grade students considered ready/conditionally ready for College English will be established for the 2016-2017 school year. • EAP - The percentage of 11th grade students considered ready/conditionally ready for College Math will be established for the 2016-2017 school year.	See data appendix attachment.

ACTIONS / SERVICES

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

Action 1

Actions/Services

PLANNED	ACTUAL
1)Alignment of instruction with content standards by utilizing outside service as well as purchasing licenses, purchasing textbooks, books, materials, resources and technology. a)Utilize outside resources to house on line curriculum, state standards and ELD resources as well as intervention support b)purchase on line curriculum and other supplemental materials, c)technology, science lab equipment and resources that align to the state standards.	1)Aligned instruction with content standards by utilizing outside service as well as purchasing licenses, purchasing textbooks, books, materials, resources and technology. a)Utilized outside resources to house on line curriculum, state standards and ELD resources as well as intervention support b)purchased on line curriculum and other supplemental materials, c)technology, science lab equipment and resources that align to the state standards.

Expenditures

BUDGETED	ESTIMATED ACTUAL
1a) Online curriculum provider and LMS (learning management system)	1a) Online curriculum through APEX/Fuel Ed 5000-5999: Services And Other Operating Expenditures Base $64,041
Currently using APEX and FuelEd. Initial seat license contract for APEX: 12,500. FuelEd: 12,400 Each additional class, per student per course is ~175.00 If 100 students take a full course load we will need approximately 120,000. If additional students attend, or students accelerate, the budget is provided to allow for that fluctuation.	
5000-5999: Services And Other Operating Expenditures Base $180,000	
1b)Purchase additional textbooks, books, materials, lab materials and resources, and technology that align to the CCSS 4000-4999: Books And Supplies Base $32,500	1b)Purchased additional textbooks, books, materials, lab materials and resources, and technology that align to the CCSS 4000-4999: Books And Supplies Base $10,836
1c)Technology - chrome book cart for Orange Cove site -title one monies 4000-4999: Books And Supplies Base $19,816	1c) Purchased chromebook cart for resource center 4000-4999: Books And Supplies Base $7,493

Action 2

Actions/Services

PLANNED	ACTUAL
2)Provide educational opportunities for all students - includes instructional tutors, materials and supplies, awards and rewards for students, transportation to and from school, classroom furniture.	2)Provided educational opportunities for all students - included materials and supplies, awards and rewards for students, transportation to and from school, classroom furniture.

Expenditures

BUDGETED	ESTIMATED ACTUAL
2a) Special Education salary and benefits for SPED students and intervention	2a) Salary for special education teacher for SPED students 1000-1999: Certificated Personnel Salaries Base $22,584
Base $40,000	

2b) Classroom furniture and materials -   Base 10,000

2c) Materials and supplies,awards and rewards This action/service is principally directed towards, and is effective in increasing or improving services for unduplicated students. We are trying to provide incentives and awards for students to motivate them to perform to their fullest potential.
Research: http://www.theguardian.com/teachernetwork/2015/apr/01/teaching-assistants-classroomsresearch-imp
  Supplemental/Concentrated 10,000

2a) Benefits for special education teacher to serve SPED students 3000-3999: Employee Benefits Base $94

2b) Classroom furniture and materials - 4000-4999: Books And Supplies Base $2,889

2c) Materials and supplies,awards and rewards 4000-4999: Books And Supplies Supplemental/Concentrated $9,290

Action 3

Actions/Services

PLANNED
3)Monitor student achievement and instructional practices
a)utilize data management systems and technology to monitor students achievement and instructional practices

ACTUAL
3)Monitored student achievement and instructional practices
a)Utilized data management systems and technology to monitor students achievement and instructional practices

Expenditures

BUDGETED
3a)Administer NWEA for all 9th-12th grade students. This action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students.
Research:
https://www.nwea.org/research/
Make Assessment Work for All Students: Multiple Measures Matter
Description
Read Make Assessment Work for All Students: Multiple Measures Matter, the 2016 national survey conducted by NWEA and Gallup, to learn what students, parents, and educators really think about assessment. With...

- See more at: https://www.nwea.org/resource/type/research-report/#sthash.AnKWXDAb.dpuf
Make_Assessment_Work_for_All_Students_2016

  Supplemental/Concentrated $5,000

b) Data management system. DLA is a dependent charter under Kings Canyon Unified therefore the service is provided by them. Base $0

ESTIMATED ACTUAL
3a) NWEA licensing for 9th-12th grade students.   5000-5999: Services And Other Operating Expenditures Supplemental/Concentrated $998

3b) Used data management system. DLA is a dependent charter under Kings Canyon Unified therefore the service is provided by them. Base $0

ANALYSIS

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability DLA aligned instruction with state standards through the use of APEX and Fuel Ed (online curriculum providers). Materials and supplies were purchased throughout the year to promote engagement, particularly in the science subject area. In addition, DLA implemented an online software to use as tutoring support known as APEX Tutorials. Struggling students in math or ELA are assigned a Tutorials class to support their core course. Student course progress and standards mastery was monitored through the use of NWEA online assessments and our Illuminate data management system. Incentives for student performance, attendance, and positive behavior were also advertised and provided to students to promote achievement. DLA struggled to find opportunities to bring in tutors to work with students. This year there were no tutors working with students outside of weekly teacher instruction. Using the district rating scale, the actions/services for goal 2 were at a level 4, full implementation.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Rating Scale (lowest to highest): 1- Annual Measurable Outcomes Not Met; 2 - Annual Measurable Outcomes Met; 3 - Annual Measurable Outcomes Exceeded The implementation and use of CCSS aligned curriculum providers has increased our student achievement in all core subject areas as evidenced by our improved attendance rate in the past two years (academic progress = attendance in non-seat based programs). In addition, incentives for positive behavior and attendance has also improved student performance as DLA was a Silver Level Model School, a recognition through Fresno County SELPA. Using the rating scale, the overall effectiveness of the actions/services was at level 1, annual measurable outcomes not met. Data from the implementation of each action is monitored on a regular basis by site administration, teachers, and staff.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Costs associated with goal 2 were less than estimated due to the following: DLA spent significantly less money than budgeted for online curriculum licensing. This is partially due to lower enrollment than projected and partially due to less elective courses being taken than expected. Students took less electives than expected due to the need for core coursework to meet graduation requirements. We also spent less in materials and supplies, lab materials, and technology than projected due to lower enrollment and minimal classroom space. We did update computers but only updated enough to cover our student enrollment. We increase lab supplies as well but only ordered enough for current student enrollment. Finally, we only spent $998 on NWEA licensing instead of the budgeted $5,000 due to lower enrollment and inflated licensing quote.
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.	As a result of analysis of implemented actions/services, DLA will place more emphasis on live tutoring and intervention opportunities next year for struggling students. This action/service can be found under Goal 2 of the 2017/2018 LCAP identified under budgeting expenditures for extra pay for teachers for tutoring/intervention. While we will continue to seek non-teacher tutors for students, we will also use our own DLA teachers to provide additional after school help for struggling students. It is our expectation that by adding more focus on this action/service we will increase our student performance on the CAASPP in both ELA and math.

Annual Update   LCAP Year Reviewed: 2016-17

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

Goal 3	Goal #3: All English learners will demonstrate progress towards attaining English language proficiency and increase the percentage of attaining proficiency in ELA and Math.

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Due to the low enrollment of English Learners in our program the number of English Language Learner students being Reclassified as Fluent English Proficient will increase.
The percentage of English learner students attaining met or exceeded standards in ELA on the Smarter Balanced Assessment will maintain or increase.
The percentage of English learner students attaining met or exceeded standards in Math on the Smarter Balanced Assessment will maintain or increase.

ACTUAL

The number of EL students reclassified during the 2016/2017 school year did not increase. Zero out of two students scored at the early advanced or advanced performance level on the CELDT.
See data attachment for data on EL performance on SBA ELA and SBA Math.

ACTIONS / SERVICES

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

Action **1**

Actions/Services

PLANNED	ACTUAL
1)Educational and supplemental opportunities will be provided to increase language acquisition as well as student achievement in core subjects (math/ ELA)	1)Educational and supplemental opportunities were provided to increase language acquisition as well as student achievement in core subjects (math/ ELA).

a) materials and supplies
b) designated and integrated English Language Development

Expenditures

BUDGETED
1a) ELD materials and supplies The action.service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Materials provided by the district since DLA is a dependent charter Research shows that language acquisition is best
taught outside the content areas, as well through integration
with the content areas.
Research -
www.wested.org/resources/research-to-guide-englishlanguage-development-instruction/
Research to Guide English Language Development Instruction
Bill Saunders - U.C.L.A. Claude Goldenberg - Stanford University

 Supplemental/Concentrated 0

1b)Designated and integrated ELD- Salaries and benefits-2.7%
This action is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Research shows that language acquisition is best taught outside the content areas, as well through integration
with the content areas.
Research -
www.wested.org/resources/research-to-guide-englishlanguage-development-instruction/
Research to Guide English Language Development Instruction
Bill Saunders - U.C.L.A. Claude Goldenberg - Stanford University

 Supplemental/Concentrated $7,963

ESTIMATED ACTUAL
1a) ELD materials and supplies were provided by the district.
The action.service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Materials provided by the district since DLA is a dependent charter Research shows that language acquisition is best
taught outside the content areas, as well through integration
with the content areas.
Research -
www.wested.org/resources/research-to-guide-englishlanguage-development-instruction/
Research to Guide English Language Development Instruction
Bill Saunders - U.C.L.A. Claude Goldenberg - Stanford University
 Supplemental/Concentrated $0

1b) Designated and integrated ELD- Salaries

 1000-1999: Certificated Personnel Salaries Supplemental/Concentrated $6,165

1b) Designated and integrated ELD- Teacher benefits

 3000-3999: Employee Benefits Supplemental/Concentrated $2,518

Action **2**

Actions/Services

PLANNED
2)Professional development opportunities will be provided to teachers in the area of ELD and effective research-based strategies

ACTUAL
2) Professional development opportunities were provided to teachers in the area of ELD, learning about effective research-based strategies

Expenditures

BUDGETED

ESTIMATED ACTUAL

2)Because DLA is a dependent charter to KCUSD, professional development is provided at no additional cost to our site. The action.service is principally directed towards, and is effective in, increasing or improving services for unduplicated students.
Research -
Reviewing the evidence on how teacher professional development affects student achievement
http://files.eric.ed.gov/fulltext/ED498548.pdf
Listening To Teachers Of English Language Learners : A Survey of California Teachers' Challenges, Experiences, and Professional Development Needs
Patricia Gándara, Julie Maxwell-Jolly , Anne Driscoll
  Supplemental/Concentrated $0

2) Professional development was provided through KCUSD. Supplemental/Concentrated $0

Action 3

Actions/Services

PLANNED
3)Language Acquisition progress will be monitored.
a) CELD curriculum and assessment
b) Utilize Data system to monitor students' progress
c) Annual Testing

ACTUAL
3) Language Acquisition progress was monitored.
a) CELD curriculum and assessments were given
b) Utilized Data system to monitor students' progress
c) Annual testing occured

Expenditures

BUDGETED
3a CELD Curriculum and assessments. The action.service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. DLA is a dependent charter so this is provided by district.
Assessment Crisis: The Absence Of Assessment For Learning
Richard J. Stiggins
http://www.electronicportfolios.org/afl/Stiggins-AssessmentCrisis.pdf
Professional Learning Communities at Work
Richard Dufour
  Supplemental/Concentrated 0

ESTIMATED ACTUAL
3a) CELD curriculum and assessments were given and were provided through KCUSD. Supplemental/Concentrated $0

3b) Data system - see Goal #2

3b) Data system - see Goal #2

3c) Annual testing - Salaries and benefits - 1% - The action.service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Our teachers administer the state assessments.
Research -
Closing the Gap through Extended Learning Opportunities -
An NEA policy brief
http://www.nea.org/assets/docs/HE/mf_PB04_ExtendedLearning.pdf
Time to Learn: Benefits of a Longer School Day
Christopher Gabrieli , Warren Goldstein
  Supplemental/Concentrated 2,888

3c) Annual testing- certificated salaries 1000-1999: Certificated Personnel Salaries Supplemental/Concentrated $2,283

	3c) Annual testing- certificated benefits 3000-3999: Employee Benefits Supplemental/Concentrated $933

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.	Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability
	DLA implemented each of the identified actions for this goal. Opportunities were provided for students to increase language acquisition through individual teacher meetings, collaborative science assignments and labs, and group activities such as educational trips. Professional development opportunities were provided to all teachers at DLA through a consulting organization hired by the school district. These workshops provided teachers with tools and strategies to use when working with EL learners (visual supports, academic language, scaffolding). Student language acquisition is monitored annually through the CELDT assessment.
	Using the rating scale, actions/services for goal 3 were fully implemented with sustainability.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Rating Scale (lowest to highest): 1- Annual Measurable Outcomes Not Met; 2 - Annual Measurable Outcomes Met; 3 - Annual Measurable Outcomes Exceeded
	Unfortunately, the actions/services identified for this goal did not yield positive results for our few EL students. DLA had 2 EL students that both regressed a performance level on the annual CELDT test. Both of these students performed well on the reading and writing strands of the assessment but did poorly on the listening section.
	Using the rating scale, actions/services for goal 3 were effective at a level 1, annual measurable outcomes not met.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	We under budgeted in salaries and benefits for ELD instruction and CELDT assessments (2.7% and 1%) due to the step and column increase each year along with the 4% increase to salaries with new bargaining agreement.

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.

As a result of analyzing the actions/services under goal 3, we have added additional opportunities for development of listening skills in preparation for ELD standards mastery to the 17/18 LCAP. This action can be found under Goal 2 in the 17/18 plan.   It is our expectation that this additional action/service will contribute to improved CELDT results for EL students.

<u>Annual Update</u>   **LCAP Year Reviewed: 2016-17**

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

Goal 4	Goal #4: All students will be provided a broad spectrum of educational and co-curricular activities so that they may reach their highest potential and their college/career goals

State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED	**ACTUAL**
*Graduation rate will maintain or increase by 2% Maintain outstanding A-G requirements Baseline will be established for CTE participation Baseline will be established for students who pass the Advanced Placement Exam DLA will maintain it's excellent Drop Out Rate of less than 2%	See data appendix attachment.

ACTIONS / SERVICES

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

Action   1

Actions/Services

PLANNED	**ACTUAL**
1)Share responsibility for improvement of college and career readiness a)School Counselor b)Colleges and career Field Trips	1) Shared responsibility for improvement of college and career readiness

Expenditures

BUDGETED
1a) Counselor Salary

  Base $40,000

1b)Field Trips to colleges, seminars, workshops, etc for college prep. The action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. These trips help expose students to different college opportunities. We also either include a science lab opportunity or visit a location that support history or social science curriculum.
Research:Taking students to an art museum improves critical thinking skills, and more

By Jay P. Greene, Brian Kisida and Daniel H. Bowen
http://educationnext.org/the-educational-value-of-field-trips/
  Supplemental/Concentrated $20,000

ESTIMATED ACTUAL
1a) Counselor Salary 1000-1999: Certificated Personnel Salaries Base $16,860

1a) Counselor benefits 3000-3999: Employee Benefits Supplemental/Concentrated $50

1b)Field Trips to colleges, seminars, workshops, etc for college prep were provided. 5000-5999: Services And Other Operating Expenditures Supplemental/Concentrated $16,724

Action **2**

Actions/Services

PLANNED
2)Provide Co-curriculuar activities to strengthen student engagement
a) Band
b)Summer School - salaries and benefits, materials and supplies

ACTUAL
2)Provided co-curriculuar activities to strengthen student engagement
a) Band
b)Summer School - salaries and benefits, materials and supplies

Expenditures

BUDGETED
2a) Because DLA is a dependent charter under KCUSD there is no additional cost for band. The action, service is principally directed towards, and is effective in, increasing of improving services for unduplicated students.
Research -
Does music instruction help children learn to read? Evidence of a meta-analysis. Update: Applications of Research in Music Education
Standley, J. M.
  Supplemental/Concentrated $0

2b) Summer School - salaries and benefits, materials and supplies - The action.service is principally directed towards, and is effective in, increasing or improving services for unduplicated students.
Research -
Summer School: Research-Based Recommendations for Policymakers. SERVE Policy Brief.

ESTIMATED ACTUAL
2a) Because DLA is a dependent charter under KCUSD there is no additional cost for band.   Supplemental/Concentrated $0

2b) Summer school certificated salaries 1000-1999: Certificated Personnel Salaries Supplemental/Concentrated $6,250

Harris Cooper
http://eric.ed.gov/?id=ED456557
Making Summer Count : How Summer Programs Can Boost
Children's Learning
Jennifer Sloan McCombs, Catherine H. Augustine, Heather L.
Schwartz, Susan J. Bodilly,
Brian McInnis, Dahlia S. Lichter, Amanda Brown Cross
w.wallacefoundation.org/knowledge-center/summer-andextended-
learning-time/summer-learning/Documents/Making-
Summer-Count

Supplemental/Concentrated $25,000

2b) Summer school classified salaries 2000-2999: Classified Personnel Salaries Supplemental/Concentrated $1000

2b) Summer school staff benefits 3000-3999: Employee Benefits Supplemental/Concentrated $1750

2b) Summer school materials and supplies 4000-4999: Books And Supplies Supplemental/Concentrated $700

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.	Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability DLA successfully provided students with multiple opportunities to visit local community colleges, universities, and UC campuses in California. In addition, DLA students were provided with opportunities to participate in CTE fairs and events throughout the year. DLA's school counselor, Education Options counselor, and teachers led the recruitment and planning for these activities. DLA also provided opportunities for students to engage in a few co-curricular activities throughout the year. This includes summer school opportunities to either recover failed coursework or earn original credit in the social science and science subject areas. Based on the district rating scale, actions/services for goal 4 were fully implemented with sustainability.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Rating Scale (lowest to highest): 1- Annual Measurable Outcomes Not Met; 2 - Annual Measurable Outcomes Met; 3 - Annual Measurable Outcomes Exceeded Both of these actions were effective means to increasing students college and career interests, improving student attendance (achievement), and maintaining our dropout rate.

Using the rating scale, the actions/services for goal 4 were effective at a level 1, annual measurable outcomes not met in 2 out of the 3 metrics.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Costs associated with goal 4 were less than estimated due to the following: The original summer school budget amount of $25,000 was intended to cover the entire summer school session. However, only half of the summer school session will fall within this year's fiscal calendar. The second half of summer school will fall under the 17/18 fiscal calendar and next year's LCAP.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	Due to the low number of students participating in CTE classes and CTE pathways, we plan to increase promotion of CTE pathway options to incoming students to increase participation. Due to only having a few co-curricular opportunities for students this past year, we plan to offer additional student clubs next year. These additional action can be found in the 17/18 LCAP under goal 4. It is our expectation that increased attention to CTE course options and promotion of these courses will result in an increased number of students taking a CTE course.

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

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

Goal 5	Goal #5 All Students will be provided with safe and nurturing learning environments that support their social, emotional, and academic success.

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED

- All students and all subgroups will demonstrate a 3% decrease in suspensions from previous year.
- Suspensions and expulsions will maintain below 3%
- Attendance Rate will increase by .25% and the chronic absentee attendance rate will increase by .5%
- 100% of facilities will meet William's Act requirements
- The percentage of students feeling safe at school will increase by 3% as reported on the Student Survey

ACTUAL

See data appendix attachment.

ACTIONS / SERVICES

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

Action 1

Actions/Services	PLANNED 1)Share responsibility for improvement of school safety and climate a) Positive Behavior Intervention Supports (PBIS)	ACTUAL 1)Shared responsibility for improvement of school safety and climate

b)Provide safe and nurturing environment through maintenance department, security and utilities.
c) Provide anti-bullying assembly

a) Positive Behavior Intervention Supports (PBIS) was in place all year
b)Provided safe and nurturing environment through maintenance department, security and utilities.
c) Provided anti-bullying assembly

Expenditures

BUDGETED
1a) PBIS materials and supplies, professional development - Grant funded through county.
PBISWorld.com Tier 2 Positive Behavior Intervention And Support of ...
www.pbisworld.com/tier-2/reward-system/
PBISWorld Tier 2 interventions are more targeted and individualized behavior strategies. Reward Systems are widely utilized to incentivize students to comply ...
  Other $3,000

b) Maintenance dept. salaries   Base $14,372

c)Anti-bullying assemblies at all sites. These action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Students will be made more aware of how to better deal with bullies thus creating a more proactive and safer environment on campus.Dla is a dependent charter and is supported by the district for this expense.
research:
http://www.cyberbullyhotline.com/blog/ut-arlington-study-anti-bullying-programs-in-schools/
  Supplemental/Concentrated 0

ESTIMATED ACTUAL
1a) PBIS materials and supplies and professional development (no additional cost) 4000-4999: Books And Supplies Other $3,444

1b) Maintenance dept. salaries 2000-2999: Classified Personnel Salaries Base $8,680

1b) Maintenance dept. benefits 3000-3999: Employee Benefits Base $2,125

1c) Anti-bullying assembly was provided through KCUSD. 5000-5999: Services And Other Operating Expenditures Supplemental/Concentrated $0

Action **2**

Actions/Services

PLANNED
2)Provide awareness and support for increased attendance

ACTUAL
2)Provided awareness and support for increased attendance

Expenditures

BUDGETED
2a) Chronic Absentee recovery Effort Project (CARE) These action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. We provide attendance incentives for students in an effort to increase work production and eventually credit accumulation.
Research:
http://hubpages.com/education/action-research-on-student-absenteeism
High school students cutting class - PBIS World Forum
www.pbisworld.com/PBISWorld.../high-school-students-cutting-class

ESTIMATED ACTUAL
2a) Teacher and administrator training and professional development to increase strategies used to improve student work production and therefore attendance in a non seat-based setting.   5000-5999: Services And Other Operating Expenditures Supplemental/Concentrated $3,560

Feb 28, 2012 ... Another good first hour incentive would be students with good attendance could listen to their ipods while working or they could receive the last ... PBISWorld.com Tier 2 Positive Behavior Intervention And Support of ... www.pbisworld.com/tier-2/reward-system/ PBISWorld Tier 2 interventions are more targeted and individualized behavior strategies. Reward Systems are widely utilized to incentivize students to comply ... Supplemental/Concentrated $10,000	

ANALYSIS

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability DLA had another positive year with regards to student behavior. We have successfully taken our Positive Behavior Interventions and Supports (PBIS) to an improved level, as evidenced by our Silver Level Model School Award. We began our year with an anti bully assembly in which students responded very positively to. We fully implemented a rewards system that included student point tracking and a student store for incentives, along with a Check In Check Out program for tier II students. Students in need of social emotional support had access to a counselor for regular support throughout the year. Through the implementation of PBIS and the ongoing maintenance of our facility, we provided a safe and nurturing environment for all students at DLA. In addition, all DLA teachers participated in professional development workshops at the annual charter school conference in which awareness and support for increased student work completion and therefore attendance was of primary concern. Using the district rating scale, the actions/services in goal 5 were fully implemented with sustainability. Data from the implementation of each action is monitored regularly by site administration and the PBIS team.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Rating Scale (lowest to highest): 1- Annual Measurable Outcomes Not Met; 2 - Annual Measurable Outcomes Met; 3 - Annual Measurable Outcomes Exceeded The implementation of PBIS and the ongoing work of our district maintenance department helped us to achieve our goal of creating a school and system that supports their social, emotional, and academic success. Overall, the actions outlined in this goal directly impacted the safe and nurturing learning environment for all students. Using the rating scale, goal 5 was effective at a level 2, annual measurable outcomes met.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Costs were less than estimated in the following areas: Because we focused heavily on the implementation of PBIS during the 2016/2017 school year, when spent more money than planned on student incentives, store items, and materials to support our Check In/Check Out program. Costs were more than estimated in the following areas: We overprojected the cost of salaries and benefits for our maintenance needs for year by about $4,000 due to simple over budgeting. We also over budgeted the money needed to support our chronic absentee students. Because we are a non seat based school (independent study), we found that it was difficult to support students success in programs when they are at home. Therefore, we spent less money than projected on improving progress of our chronically absent 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.	Due to the analysis of the data in this goal, we plan to emphasize the opportunities for connection with school for our absent and chronically absent students. This additional action can be found in goal 4 of our 17/18 LCAP. It is our expectation that the implementation of this action will not only improve student social, emotional, and academic success but also improve attendance rates of our students.

Annual Update   LCAP Year Reviewed: 2016-17

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

Goal 6	Goal #6 All Students will have the opportunity to increase academic achievement through the engagement of parents and families.

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
• We will maintain or increase our Parent Survey return rate of 31% • Participation in Advisory Council will increase by 1 parent	• We increased our Parent Survey return rate to 68%. • 3 parents participated in Advisory Council this year compared to 1 parents during the 15/16 SY. • See data appendix attachment.

ACTIONS / SERVICES

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

Action   1

Actions/Services	PLANNED 1)Share responsibility for improvement of student achievement a)Parent/Student contract agreement meetings	ACTUAL 1)Shared responsibility for improvement of student achievement a)Parent/Student contract agreement meetings were held at the start of each semester
Expenditures	BUDGETED a)Student Agreement/Contract meetings with counselor, parent and student. Base $0	ESTIMATED ACTUAL 1a) Student Agreement/Contract meetings with counselor, parent and student through KCUSD. Base $0

Action 2

Actions/Services

PLANNED	ACTUAL
2)Provide parent advisory and involvement opportunities a)District Advisory Council b)District Fair c)Charter Advisory Council d)PBIS Committee	2)Provided parent advisory and involvement opportunities a)District Advisory Council meetings were held throughout the year b)District Fair took place in October, 2016 c)Charter Advisory Council were held throughout the year d)PBIS Committee meetings were held monthly

Expenditures

BUDGETED	ESTIMATED ACTUAL
2 a,b,c, d) District advisory council, Charter advisory Council, PBIS Committee District Fair materials and supplies 4000-4999: Books And Supplies Base $1000	2a, b, c, d) Materials and supplies for Charter Advisory Council, PBIS Committee meetings and KCUSD district fair. 4000-4999: Books And Supplies Base $400

Action 3

Actions/Services

PLANNED	ACTUAL
3) Increase parent involvement opportunities a) Provide communication regarding parent involvement opportunities through automated communication system b)district school website c) LMS - Online communication system	3) Increased parent involvement opportunities a) Provided communication regarding parent involvement opportunities through automated communication system and school website

Expenditures

BUDGETED	ESTIMATED ACTUAL
3a, b) Automated communication system and website as provided to schools by KCUSD. Since DLA is a dependent charter we too receive these services. These action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. We do this to better communicate with parents. Research: https://www.campussuite.com/3-steps-creating-school-communications-plan/ Steps to creating a school communications plan Supplemental/Concentrated $0	3a, b) School website and automated phone call system licensing through KCUSD 5000-5999: Services And Other Operating Expenditures Supplemental/Concentrated 0
LMS (ie Schoology) to house all curriculum and communication to students and parents from staff (budgeted under PD Goal #1). The action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. This would really increase the ease of which we communicate by having a common LMS for all of our curriculum needs. Research: https://www.schoology.com/stories/universidad-metropolitana-de-monterrey?from=resources Supplemental/Concentrated 5,000	3c) LMS (ie Schoology) to house all curriculum and communication to students and parents from staff (budgeted under PD Goal #1). 5000-5999: Services And Other Operating Expenditures Supplemental/Concentrated $0

ANALYSIS

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability DLA provided parents with opportunities to get involved in 16/17 school site council meetings, advisory council meetings, student celebrations, and district local control accountability plan meetings. In addition, some parents were invited to meet with the administrator with their student to discuss challenges the student is facing with the program (academic probation meetings). Communication of these opportunities took place using a school messenger automated phone call system, fliers, website advertising, and personal phone calls. All students also participated in student/parent/counselor meetings at the start of each semester to set goals, identify courses needed, and to outline steps to complete required credits. The implementation of these actions has allowed for students to have the opportunity to improve performance through the engagement of parents/families. Based on our district rating scale, actions/services for goal 6 were implemented at a level 5, fully implemented with sustainability. Data from the implementation of these actions are monitored regularly by the site administrator, teachers, and the site school site council/advisory council.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Rating Scale (lowest to highest): 1- Annual Measurable Outcomes Not Met; 2 - Annual Measurable Outcomes Met; 3 - Annual Measurable Outcomes Exceeded Beginning of semester student/parent/counselor meetings were effective in clearly laying out course needs and expectations for the school year, as evidence by an increase in student attendance in comparison to the 15/16 school year (work completed equals attendance in a non seat based setting). The implementation of academic probation meetings was also an effective means to inform parents of expected student progress and actual student progress. These meetings also helped to clarify for parents where students should be with regards to course progress and various checkpoints throughout the year. Unfortunately, the impact on student performance following the academic probation meeting was minimal. A few students improved course progress while others continued to struggle. Communication of parent involvement opportunities positively impacted parent participation in school events this year. We increased our parent involvement on school site council as well as increased the number of parents that participated in the winter student celebration. Parent involvement in these activities has positively impacted their own child's academic performance at DLA. Using the rating scale, the overall effectiveness of the actions/services in this goal were at a level 2, measurable outcomes met.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Costs were less than estimated for goal 6 as follows: Action 2 - less materials/supplies were needed for parent committee meetings and parent events that expected. Action 3c - with new administration for the 2016-2017 school year, the need for a new LMS was not determined to be a priority to research and implement.
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.	See the following for identified changes or adjustments to actions/services as a result of analysis of impact on achievement: • Follow up with students at shorter intervals to more closely monitor course progress following placement on academic probation. This strategy can be identified under 2017/2018 goal 6.

<u>Stakeholder Engagement</u>

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

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

Dunlap Leadership Academy continued the established LCAP Stakeholder meetings with students, parents, and both certificated and classified staff representation from all school sites, as well as the Kings Canyon Teacher Association, Classified School Employees Association, the Special Education Advisory Committee, and other interested parents and community members. At each stakeholder meeting, an overview of the LCFF model and the LCAP were represented. Data from each metric was shared and participants were encouraged to ask questions and provide input on the goals and action steps. Input from all groups was documented and prioritized. Using the cycle of inquiry, goal focus teams were created to review all data, including the School Dashboard Indicators, as well as each action and to make recommendations for any possible changes in the goals and actions. Additionally, the LCAP was reviewed with the District Advisory Council (DAC) and District English Learner Advisory Committee (DELAC) in the fall of 2016.

DLA has collected an annual parent survey for a number of years. This information is used to help provide a focus for both district and site direction. To gather information from students, we revised our student survey to gather information to help inform the direction of the LCAP. Student forums were established for grade level groups 3-5, 6-8, and 9-12. Input from the student forums and the student and parent surveys were prioritized and considered for creating action in the LCAP.

The final draft of the LCAP was shared with the DAC and DELAC on May 25, 2017.

Additional, presentations about LCFF, the LCAP, and LCAP process were shared with the following groups:
- Principals/Administrators - on going
- DLA Advisory Council
- DLA School Site Council
- Kings Canyon Unified board meetings
- LCAP brochure was sent home to all families
- KCUSD District Fair- October 2016
- November 15, 2016- Stakeholder meeting in Orange Cove for goals 1-6
- November 17, 2016- Stakeholder meeting in Reedley for goals 1-6
- March 14, 2017- Stakeholder meeting in Orange Cove to review Dashboard Indicators
- March 15, 2017 - Stakeholder meeting in Reedley to review Dashboard Indicators
- May 25, 2017 - LCAP revision presented to the District Advisory Committee (DAC) and the District English Learner Advisory Committee (DELAC)
- Public Comment Period - May 25 - June 8, 2017
- Public Hearing - June 5, 2017
- Board Approval - June 19, 2017

IMPACT ON LCAP AND ANNUAL UPDATE

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

Based on Stakeholders input from stakeholder meetings, surveys and advisory council meetings, the following LCAP changes were suggested:
- Stakeholders are happy to see that we have maintained our subject area content experts for English Language Arts, Math, Social Science, and Science.
- Advisory council has shared that we are strong with parent communication means (website, school messenger, email, fliers, and phone calls).
- Parents suggest daily check ins via phone, email, or text with every student, especially if they aren't on campus to maintain connections.
- NWEA was implemented two years ago. Advisory council input suggests that we continue using this as a progress monitoring tool for student growth.
- Stakeholder input shows that we should continue efforts to increase student motivation so that course progress will continue when a student works from home.
- Stakeholder input also shows that more time should be spent exploring intervention opportunities for students.
- Students and parents want more opportunities to get involved (student clubs, sports, visual and performing arts, parent events)
- Stakeholder input has included the recommendation to include community service as a requirement for students attending Dunlap Leadership Academy.

Input from stakeholders through the previously mentioned input opportunities impacted the DLA Local Control Accountability Plan on specific goals in the following ways:

Goal 1.) Focus on maintaining 100% of our teachers being highly qualified to improve services within specific subject areas to increase student support and overall achievement. We will have
also identified our plan to continue with professional development for teachers in using our online curriculum providers and support tools.

Goal 2.) The focus will be to improve student academic support systems (establish intervention groups and tutoring opportunities for students based on data) using data from local assessments (SRI, NWEA). In addition, we will continue to support instruction by purchasing resources that students can engage in.

Goal 4.) We are clearly identifying CTE pathways in an effort to generate more interest in specific career pathways for our students. In addition, we will be implementing additional co-
curricular and extracurricular opportunities for students to engage in.

Goal 5.) We will implement PBIS (Positive Behavior Intervention) for our third year, focusing on tier 2 and tier 3 students. These students are typically identified as tier 2 and 3 due to
academic progress and therefore attendance (non seat based attendance accounting). In addition, we will continue our efforts in supporting students with challenging behavior through the PBIS philosophy. Continued professional development and PLC opportunities will also be provided to help teachers with increasing student motivation and site climate.

Goal 6.) DLA will continue to provide parents with opportunities to provide input and learn about the school site through advisory committee meetings, school site council meetings, and will be
adding parent information nights to further educate about our program. We will also continue to provide co-curricular field trips for students in which parents will be invited to chaperone. We will continue our bi-annual student/parent/teacher master agreement meetings in which required courses will be covered and expectations reviewed.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

☐ New	☐ Modified	☒ Unchanged

Goal 1	Goal #1: All students will receive a high quality education in an environment designed to provide them with opportunities to develop their greatest potential.

State and/or Local Priorities Addressed by this goal:

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

Identified Need

Maintain excellent percentage of appropriately credentialed and assigned Teachers and students having access to standards aligned curriculum.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
- Percentage of appropriately credentialed, with English Language Certification, and appropriately assigned teachers	- 2015/16 - 100%	- More than 95%	- More than 95%	- More than 95%
- Percentage of misassigned teachers and vacancies	- 2015/16 - 0%	- below 1%.	- below 1%.	- below 1%.
- Percentage of students having access to standards aligned curriculum	- 2015/16 - 100%	- 100%	- 100%	- 100%

PLANNED ACTIONS / SERVICES

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

Action **1**

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

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

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

OR

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

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

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

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

ACTIONS/SERVICES

2017-18

☐ New   ☐ Modified   ☒ Unchanged

1)Hire and assign fully and appropriately credentialed teachers at all levels and monitor implementation

2018-19

☐ New   ☐ Modified   ☒ Unchanged

1)Hire and assign fully and appropriately credentialed teachers at all levels and monitor implementation

2019-20

☐ New   ☐ Modified   ☒ Unchanged

1)Hire and assign fully and appropriately credentialed teachers at all levels and monitor implementation

BUDGETED EXPENDITURES

2017-18

Amount	$201,625
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries 1)Certificated salary as DLA operates as a dependent charter to KCUSD-95.2%
Amount	$68,998
Source	Base
Budget Reference	3000-3999: Employee Benefits Certificated benefits

2018-19

Amount	$201,625
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries 1)Certificated salary as DLA operates as a dependent charter to KCUSD-95.2%
Amount	$68,998
Source	Base
Budget Reference	3000-3999: Employee Benefits Certificated benefits

2019-20

Amount	$201,625
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries 1)Certificated salary as DLA operates as a dependent charter to KCUSD-95.2%
Amount	$68,998
Source	Base
Budget Reference	3000-3999: Employee Benefits Certificated benefits

Action **2**

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

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

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

OR

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

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

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

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

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
2)Provide professional development and collaboration time to improve instructional strategies and share best practices	2)Provide professional development and collaboration time to improve instructional strategies and share best practices	2)Provide professional development and collaboration time to improve instructional strategies and share best practices

BUDGETED EXPENDITURES

	2017-18		**2018-19**		**2019-20**
Amount	$5000	Amount	$5000	Amount	$5000
Source	Base	Source	Base	Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures 2a)Professional development in addition to district provided PD opportunities.	Budget Reference	5000-5999: Services And Other Operating Expenditures 2a)Professional development in addition to district provided PD opportunities.	Budget Reference	5000-5999: Services And Other Operating Expenditures 2a)Professional development in addition to district provided PD opportunities.
Amount	$5000	Amount	$5000	Amount	$5000

Source	Base	Source	Base	Source	Base
Budget Reference	4000-4999: Books And Supplies 2b) Professional Development for services specific to on line instruction	Budget Reference	4000-4999: Books And Supplies 2b) Professional Development for services specific to on line instruction	Budget Reference	4000-4999: Books And Supplies 2b) Professional Development for services specific to on line instruction
Amount	$2500	Amount	$2500	Amount	$2500
Source	Base	Source	Base	Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Substitutes for teacher planning and collaboration.	Budget Reference	1000-1999: Certificated Personnel Salaries Substitutes for teacher planning and collaboration.	Budget Reference	1000-1999: Certificated Personnel Salaries Substitutes for teacher planning and collaboration.
Amount	$800	Amount	$800	Amount	$800
Source	Base	Source	Base	Source	Base
Budget Reference	3000-3999: Employee Benefits Substitutes for teacher planning and collaboration.	Budget Reference	3000-3999: Employee Benefits Substitutes for teacher planning and collaboration.	Budget Reference	3000-3999: Employee Benefits Substitutes for teacher planning and collaboration.

Action   3

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

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

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

OR

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

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

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
3)Provide basic operating expenses - include school site secretary, general office materials and supplies, equipment	3)Provide basic operating expenses - include school site secretary, general office materials and supplies, equipment	3)Provide basic operating expenses - include school site secretary, general office materials and supplies, equipment

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$16,774	Amount	$16,774	Amount	$16,774
Source	Base	Source	Base	Source	Base
Budget Reference	2000-2999: Classified Personnel Salaries 3a) School basic operating expenses such as office secretary salary	Budget Reference	2000-2999: Classified Personnel Salaries 3a) School basic operating expenses such as office secretary salary	Budget Reference	2000-2999: Classified Personnel Salaries 3a) School basic operating expenses such as office secretary salary
Amount	$4,093	Amount	$4,093	Amount	$4,093
Source	Base	Source	Base	Source	Base
Budget Reference	3000-3999: Employee Benefits 3a) School basic operating expenses such as office secretary benefits.	Budget Reference	3000-3999: Employee Benefits 3a) School basic operating expenses such as office secretary benefits.	Budget Reference	3000-3999: Employee Benefits 3a) School basic operating expenses such as office secretary benefits.
Amount	$6,500	Amount	$6,500	Amount	$6,500
Source	Base	Source	Base	Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures 3b) School basic operating expenses such as copier rental.	Budget Reference	5000-5999: Services And Other Operating Expenditures 3b) School basic operating expenses such as copier rental.	Budget Reference	5000-5999: Services And Other Operating Expenditures 3b) School basic operating expenses such as copier rental.
Amount	$50,000	Amount	$50,000	Amount	$50,000
Source	Base	Source	Base	Source	Base
Budget Reference	4000-4999: Books And Supplies 3c) School basic operating expenses such as materials and supplies	Budget Reference	4000-4999: Books And Supplies 3c) School basic operating expenses such as materials and supplies	Budget Reference	4000-4999: Books And Supplies 3c) School basic operating expenses such as materials and supplies

Action   4

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

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

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

OR

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

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

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
4) Provide and maintain facilities	4) Provide and maintain facilities	4) Provide and maintain facilities

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$14,674	Amount	$14,674	Amount	$14,674
Source	Base	Source	Base	Source	Base
Budget Reference	4000-4999: Books And Supplies materials and supplies for custodial/maintenance	Budget Reference	4000-4999: Books And Supplies materials and supplies for custodial/maintenance	Budget Reference	4000-4999: Books And Supplies materials and supplies for custodial/maintenance

Action **5**

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

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

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

OR

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

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

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

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

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
5) Teachers will attend workshops and conferences specific to charter schools and independent study with a focus on unduplicated students. This action is principally directed towards, and is effective in , increasing or improving services for unduplicated students. Unduplicated students are more likely to struggle with engagement in the classroom - for multiple reasons including health and nutrition practices, vocabulary development, and mindset. Providing professional development for teachers to meet specific needs of students translates into increased academic achievement. Research - How Poverty Affects Classroom Engagement Eric Jensen http://www.ascd.org/publications/educational-leadership/may13/vol70/num08/How-Poverty-Affects-Classroom-Engagement.aspx Center for Public Education - Teaching the Teachers - Effective Professional Development in an Era of High Stakes	5) Teachers will attend workshops and conferences specific to charter schools and independent study with a focus on unduplicated students. This action is principally directed towards, and is effective in , increasing or improving services for unduplicated students. Unduplicated students are more likely to struggle with engagement in the classroom - for multiple reasons including health and nutrition practices, vocabulary development, and mindset. Providing professional development for teachers to meet specific needs of students translates into increased academic achievement. Research - How Poverty Affects Classroom Engagement Eric Jensen http://www.ascd.org/publications/educational-leadership/may13/vol70/num08/How-Poverty-Affects-Classroom-Engagement.aspx Center for Public Education - Teaching the Teachers - Effective Professional Development in an Era of High Stakes	5) Teachers will attend workshops and conferences specific to charter schools and independent study with a focus on unduplicated students. This action is principally directed towards, and is effective in , increasing or improving services for unduplicated students. Unduplicated students are more likely to struggle with engagement in the classroom - for multiple reasons including health and nutrition practices, vocabulary development, and mindset. Providing professional development for teachers to meet specific needs of students translates into increased academic achievement. Research - How Poverty Affects Classroom Engagement Eric Jensen http://www.ascd.org/publications/educational-leadership/may13/vol70/num08/How-Poverty-Affects-Classroom-Engagement.aspx Center for Public Education - Teaching the Teachers - Effective Professional Development in an Era of High Stakes

Allison Gulamhussein
http://www.centerforpubliceducation.org/Main-Menu/Staffingstudents/Teaching-the-Teachers-Effective-Professional-Development-in-an-Era-of-High-Stakes-Accountability/Teaching-the-Teachers-Full-Report.pdf

It is our expectation that providing professional development for teachers wi8ll result in increasing CAASPP scores, increased performance on the CELDT/ELPAC, and increased EL reclassification rate.

Allison Gulamhussein
http://www.centerforpubliceducation.org/Main-Menu/Staffingstudents/Teaching-the-Teachers-Effective-Professional-Development-in-an-Era-of-High-Stakes-Accountability/Teaching-the-Teachers-Full-Report.pdf

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It is our expectation that providing professional development for teachers wi8ll result in increasing CAASPP scores, increased performance on the CELDT/ELPAC, and increased EL reclassification rate.

BUDGETED EXPENDITURES

2017-18

Amount	$12,000
Source	Supplemental/Concentrated
Budget Reference	5000-5999: Services And Other Operating Expenditures 5) Registration, transportation, meals, and other fees associated with participation in annual charter schools and independent study conference.

2018-19

Amount	$12,000
Source	Supplemental/Concentrated
Budget Reference	5000-5999: Services And Other Operating Expenditures 5) Registration, transportation, meals, and other fees associated with participation in annual charter schools and independent study conference.

2019-20

Amount	$12,000
Source	Supplemental/Concentrated
Budget Reference	5000-5999: Services And Other Operating Expenditures 5) Registration, transportation, meals, and other fees associated with participation in annual charter schools and independent study conference.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

☐ New	☐ Modified	☒ Unchanged

Goal 2	Goal #2: All students will demonstrate an increase in academic achievement in all core subject areas - English Language Arts (ELA), Math, Science and Social Science-through the implementation of state standards.

State and/or Local Priorities Addressed by this goal:

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

Identified Need

- Increase percentages for students who meet or exceed standards in ELA and Math
- Increase percentages for significant subgroups who are considered conditionally ready/ready for College English and Math as identified by the Early Assessment Program

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
- %age of students who meet or exceed standards on the Smarter Balanced ELA Assessment	- 2015/16 - 45% overall	- 47%	- 49%	- 51%
- %age of students who meet or exceed standards on the Smarter Balanced Math Assessment	- 2015/16 - 3% overall	- 5%	- 7%	- 9%
-%age of 11th grade students considered conditionally ready/ready for College English	- 2015/16 - 45%	- More than 40%	- More than 40%	- More than 40%
- %age of 11th grade students considered conditionally ready/ready for College Mathematics	- 2015/16 - 3%	- More than 40%		
-%age of English Learner students who make progress	- higher than state average	- higher than state average	- higher than state average	- higher than state average

toward English proficiency as reflected by the CELDT criterion and measured by an assessment of English proficiency, approved by the State Board of Education, will be higher than the state average.				
- API	- API has been suspended	- API has been suspended.	- API has been suspended.	- API has been suspended.
- access to State Standards and ELD Standards, as evidenced by Walkthrough forms	- To be determined in 2017/18	- Baseline year	- Baseline year +2%	- Baseline year + 4%

PLANNED ACTIONS / SERVICES

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

Action   **1**

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

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

OR

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

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

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged

1)Alignment of instruction with content standards by utilizing outside service as well as purchasing licenses, purchasing textbooks, books, materials, resources and technology.
a)Utilize outside resources to house on line curriculum, state standards and ELD resources as well as intervention support
b)purchase on line curriculum and other supplemental materials,
c)technology, science lab equipment and resources that align to the state standards.

1)Alignment of instruction with content standards by utilizing outside service as well as purchasing licenses, purchasing textbooks, books, materials, resources and technology.
a)Utilize outside resources to house on line curriculum, state standards and ELD resources as well as intervention support
b)purchase on line curriculum and other supplemental materials,
c)technology, science lab equipment and resources that align to the state standards.

1)Alignment of instruction with content standards by utilizing outside service as well as purchasing licenses, purchasing textbooks, books, materials, resources and technology.
a)Utilize outside resources to house on line curriculum, state standards and ELD resources as well as intervention support
b)purchase on line curriculum and other supplemental materials,
c)technology, science lab equipment and resources that align to the state standards.

BUDGETED EXPENDITURES

2017-18

Amount	120,000
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures 1a) On line curriculum provider and LMS (learning management system) Currently using APEX and FuelEd. Initial seat license contract for APEX: 12,500. FuelEd: 12,400 Each additional class, with online instructor (CTE) is $300 per student per class. If additional students attend, or students accelerate, the budget is provided to allow for that fluctuation.
Amount	$32,500
Source	Base
Budget Reference	4000-4999: Books And Supplies 1b) Purchase additional textbooks, books, materials, lab materials and resources, and technology that align to the CCSS

2018-19

Amount	120,000
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures 1a) On line curriculum provider and LMS (learning management system) Currently using APEX and FuelEd. Initial seat license contract for APEX: 12,500. FuelEd: 12,400 Each additional class, with online instructor (CTE) is $300 per student per class. If additional students attend, or students accelerate, the budget is provided to allow for that fluctuation.
Amount	$32,500
Source	Base
Budget Reference	4000-4999: Books And Supplies 1b) Purchase additional textbooks, books, materials, lab materials and resources, and technology that align to the CCSS

2019-20

Amount	120,000
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures 1a) On line curriculum provider and LMS (learning management system) Currently using APEX and FuelEd. Initial seat license contract for APEX: 12,500. FuelEd: 12,400 Each additional class, with online instructor (CTE) is $300 per student per class. If additional students attend, or students accelerate, the budget is provided to allow for that fluctuation.
Amount	$32,500
Source	Base
Budget Reference	4000-4999: Books And Supplies 1b) Purchase additional textbooks, books, materials, lab materials and resources, and technology that align to the CCSS

Amount	$11,909	Amount	$11,909	Amount	$11,909
Source	Other	Source	Other	Source	Other
Budget Reference	4000-4999: Books And Supplies 1c) Update technology in DLA resource centers	Budget Reference	4000-4999: Books And Supplies 1c) Update technology in DLA resource centers	Budget Reference	4000-4999: Books And Supplies 1c) Update technology in DLA resource centers
Amount	$10,000	Amount	$10,000	Amount	$10,000
Source	Base	Source	Base	Source	Base
Budget Reference	4000-4999: Books And Supplies Kajeets and technology for accessibility	Budget Reference	4000-4999: Books And Supplies Kajeets and technology for accessibility	Budget Reference	4000-4999: Books And Supplies Kajeets and technology for accessibility

Action   2

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

Students to be Served

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

Location(s)

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

OR

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

Students to be Served

☐ English Learners   ☐ Foster Youth   ☐ Low Income

Scope of Services

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

Location(s)

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged

2)Provide educational opportunities for all students - includes instructional tutors/tutoring, materials and supplies, awards and rewards for students.

2)Provide educational opportunities for all students - includes instructional tutors/tutoring, materials and supplies, awards and rewards for students.

2)Provide educational opportunities for all students - includes instructional tutors/tutoring, materials and supplies, awards and rewards for students.

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$22,584	Amount	$22,584	Amount	$22,584
Source	Base	Source	Base	Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries 2a) Special Education teacher salaries	Budget Reference	1000-1999: Certificated Personnel Salaries 2a) Special Education teacher salaries	Budget Reference	1000-1999: Certificated Personnel Salaries 2a) Special Education teacher salaries
Amount	$100	Amount	$100	Amount	$100
Source	Base	Source	Base	Source	Base
Budget Reference	3000-3999: Employee Benefits 2b) Special Education teacher benefits	Budget Reference	3000-3999: Employee Benefits 2b) Special Education teacher benefits	Budget Reference	3000-3999: Employee Benefits 2b) Special Education teacher benefits
Amount	$8000	Amount	$8000	Amount	$8000
Source	Base	Source	Base	Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries 2c) Teacher extra pay for tutoring/intervention	Budget Reference	1000-1999: Certificated Personnel Salaries 2c) Teacher extra pay for tutoring/intervention	Budget Reference	1000-1999: Certificated Personnel Salaries 2c) Teacher extra pay for tutoring/intervention
Amount	$2000	Amount	$2000	Amount	$2000
Source	Base	Source	Base	Source	Base
Budget Reference	3000-3999: Employee Benefits 2d) Teacher benefits tutoring/intervention	Budget Reference	3000-3999: Employee Benefits 2d) Teacher benefits tutoring/intervention	Budget Reference	3000-3999: Employee Benefits 2d) Teacher benefits tutoring/intervention
Amount	$10,000	Amount	$10,000	Amount	$10,000
Source	Base	Source	Base	Source	Base
Budget Reference	4000-4999: Books And Supplies 2e) Materials and supplies to promote engagement. This includes rewards and incentives for student progress.	Budget Reference	4000-4999: Books And Supplies 2e) Materials and supplies to promote engagement. This includes rewards and incentives for student progress.	Budget Reference	4000-4999: Books And Supplies 2e) Materials and supplies to promote engagement. This includes rewards and incentives for student progress.

Action   3

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

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

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

OR

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

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

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
3)Provide educational opportunities for all students - includes instructional tutors, materials and supplies, awards and rewards for students, classroom furniture. This action/service is principally directed towards, and is effective in increasing or improving services for unduplicated students. We are trying to provide incentives and awards for students to motivate them to perform to their fullest potential. Research: http://www.theguardian.com/teachernetwork/2015/apr/01/teaching-assistants-classroomsresearch-imp	3)Provide educational opportunities for all students - includes instructional tutors, materials and supplies, awards and rewards for students, classroom furniture. This action/service is principally directed towards, and is effective in increasing or improving services for unduplicated students. We are trying to provide incentives and awards for students to motivate them to perform to their fullest potential. Research: http://www.theguardian.com/teachernetwork/2015/apr/01/teaching-assistants-classroomsresearch-imp	3)Provide educational opportunities for all students - includes instructional tutors, materials and supplies, awards and rewards for students, classroom furniture. This action/service is principally directed towards, and is effective in increasing or improving services for unduplicated students. We are trying to provide incentives and awards for students to motivate them to perform to their fullest potential. Research: http://www.theguardian.com/teachernetwork/2015/apr/01/teaching-assistants-classroomsresearch-imp

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	4655	4655	4655
Source	Supplemental/Concentrated	Supplemental/Concentrated	Supplemental/Concentrated

Budget Reference	4000-4999: Books And Supplies 3) Materials and supplies,awards and rewards	Budget Reference	4000-4999: Books And Supplies 3) Materials and supplies,awards and rewards	Budget Reference	4000-4999: Books And Supplies 3) Materials and supplies,awards and rewards
Amount	7,000	Amount	7,000	Amount	7,000
Source	Supplemental/Concentrated	Source	Supplemental/Concentrated	Source	Supplemental/Concentrated
Budget Reference	5000-5999: Services And Other Operating Expenditures Incentive activities and trips for students to increase motivation.	Budget Reference	5000-5999: Services And Other Operating Expenditures Incentive activities and trips for students to increase motivation.	Budget Reference	5000-5999: Services And Other Operating Expenditures Incentive activities and trips for students to increase motivation.

Action 4

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

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

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

OR

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

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

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
4)Monitor student achievement and instructional practices a)utilize data management systems and technology to monitor students achievement and instructional practices	4)Monitor student achievement and instructional practices a)utilize data management systems and technology to monitor students achievement and instructional practices	4)Monitor student achievement and instructional practices a)utilize data management systems and technology to monitor students achievement and instructional practices

This action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students.
Research:
https://www.nwea.org/research/
Make Assessment Work for All Students: Multiple Measures Matter
Description
Read Make Assessment Work for All Students: Multiple Measures Matter, the 2016 national survey conducted by NWEA and Gallup, to learn what students, parents, and educators really think about assessment. With...
- See more at: https://www.nwea.org/resource/type/research-report/#sthash.AnKWXDAb.dpuf
Make_Assessment_Work_for_All_Students_2016

4b) Data management system. DLA is a dependent charter under Kings Canyon Unified therefore the service is provided by them.

This action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students.
Research:
https://www.nwea.org/research/
Make Assessment Work for All Students: Multiple Measures Matter
Description
Read Make Assessment Work for All Students: Multiple Measures Matter, the 2016 national survey conducted by NWEA and Gallup, to learn what students, parents, and educators really think about assessment. With...
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Make_Assessment_Work_for_All_Students_2016

4b) Data management system. DLA is a dependent charter under Kings Canyon Unified therefore the service is provided by them.

This action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students.
Research:
https://www.nwea.org/research/
Make Assessment Work for All Students: Multiple Measures Matter
Description
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- See more at: https://www.nwea.org/resource/type/research-report/#sthash.AnKWXDAb.dpuf
Make_Assessment_Work_for_All_Students_2016

4b) Data management system. DLA is a dependent charter under Kings Canyon Unified therefore the service is provided by them.

BUDGETED EXPENDITURES

	2017-18		**2018-19**		**2019-20**
Amount	$1500	Amount	$1500	Amount	$1500
Source	Supplemental/Concentrated	Source	Supplemental/Concentrated	Source	Supplemental/Concentrated
Budget Reference	5000-5999: Services And Other Operating Expenditures 4a)Administer NWEA for all 9th-12th grade students. T	Budget Reference	5000-5999: Services And Other Operating Expenditures 4a)Administer NWEA for all 9th-12th grade students.	Budget Reference	5000-5999: Services And Other Operating Expenditures 4a)Administer NWEA for all 9th-12th grade students.

Action   **5**

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

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

OR

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

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

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

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

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged
5)Educational opportunities will be provided to increase language acquisition as well as student achievement in core subjects (math/ ELA) a) designated and integrated English Language Development This action is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Research shows that language acquisition is best taught outside the content areas, as well through integration with the content areas. Research - www.wested.org/resources/research-to-guide-englishlanguage-development-instruction/ Research to Guide English Language Development Instruction Bill Saunders - U.C.L.A. Claude Goldenberg - Stanford University b) Intentional practice, assessment, and monitoring of ELD listening standards The action.service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Our teachers administer the state assessments. Research - Closing the Gap through Extended Learning Opportunities - An NEA policy brief http://www.nea.org/assets/docs/HE/mf_PB04_ExtendedLearning.pdf Time to Learn: Benefits of a Longer School Day Christopher Gabrieli , Warren Goldstein	5)Educational opportunities will be provided to increase language acquisition as well as student achievement in core subjects (math/ ELA) a) designated and integrated English Language Development This action is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Research shows that language acquisition is best taught outside the content areas, as well through integration with the content areas. Research - www.wested.org/resources/research-to-guide-englishlanguage-development-instruction/ Research to Guide English Language Development Instruction Bill Saunders - U.C.L.A. Claude Goldenberg - Stanford University b) Intentional practice, assessment, and monitoring of ELD listening standards The action.service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Our teachers administer the state assessments. Research - Closing the Gap through Extended Learning Opportunities - An NEA policy brief http://www.nea.org/assets/docs/HE/mf_PB04_ExtendedLearning.pdf Time to Learn: Benefits of a Longer School Day Christopher Gabrieli , Warren Goldstein	5)Educational opportunities will be provided to increase language acquisition as well as student achievement in core subjects (math/ ELA) a) designated and integrated English Language Development This action is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Research shows that language acquisition is best taught outside the content areas, as well through integration with the content areas. Research - www.wested.org/resources/research-to-guide-englishlanguage-development-instruction/ Research to Guide English Language Development Instruction Bill Saunders - U.C.L.A. Claude Goldenberg - Stanford University b) Intentional practice, assessment, and monitoring of ELD listening standards The action.service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Our teachers administer the state assessments. Research - Closing the Gap through Extended Learning Opportunities - An NEA policy brief http://www.nea.org/assets/docs/HE/mf_PB04_ExtendedLearning.pdf Time to Learn: Benefits of a Longer School Day Christopher Gabrieli , Warren Goldstein

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$7596	Amount	$7596	Amount	$7596
Source	Supplemental/Concentrated	Source	Supplemental/Concentrated	Source	Supplemental/Concentrated
Budget Reference	1000-1999: Certificated Personnel Salaries 5a)Designated and integrated ELD-Salaries and benefits-3.8%	Budget Reference	1000-1999: Certificated Personnel Salaries 5a)Designated and integrated ELD-Salaries and benefits-3.8%	Budget Reference	1000-1999: Certificated Personnel Salaries 5a)Designated and integrated ELD-Salaries and benefits-3.8%
Amount	$3255	Amount	$3255	Amount	$3255
Source	Supplemental/Concentrated	Source	Supplemental/Concentrated	Source	Supplemental/Concentrated
Budget Reference	3000-3999: Employee Benefits Designated and integrated ELD - Benefits	Budget Reference	3000-3999: Employee Benefits Designated and integrated ELD - Benefits	Budget Reference	3000-3999: Employee Benefits Designated and integrated ELD - Benefits
Amount	$2000	Amount	$2000	Amount	$2000
Source	Supplemental/Concentrated	Source	Supplemental/Concentrated	Source	Supplemental/Concentrated
Budget Reference	1000-1999: Certificated Personnel Salaries 5b) Annual testing - Salaries - 1%	Budget Reference	1000-1999: Certificated Personnel Salaries 5b) Annual testing - Salaries - 1%	Budget Reference	1000-1999: Certificated Personnel Salaries 5b) Annual testing - Salaries - 1%
Amount	$888	Amount	$888	Amount	$888
Source	Supplemental/Concentrated	Source	Supplemental/Concentrated	Source	Supplemental/Concentrated
Budget Reference	3000-3999: Employee Benefits Annual testing - benefits	Budget Reference	3000-3999: Employee Benefits Annual testing - benefits	Budget Reference	3000-3999: Employee Benefits Annual testing - benefits

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

☒ New	☐ Modified	☐ Unchanged

Goal 3	Due to the very significantly low enrollment of English Learners at DLA, expected annual measurable outcomes, goals, and actions for English Learners are now embedded in Goal 2.

State and/or Local Priorities Addressed by this goal:

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

Identified Need

EXPECTED ANNUAL MEASURABLE OUTCOMES

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

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**

OR

ACTIONS/SERVICES

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

BUDGETED EXPENDITURES

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

☐	New	☐	Modified	☒	Unchanged

Goal 4	Goal #4: All students will be provided a broad spectrum of educational and co-curricular activities so that they may reach their highest potential and their college/career goals

State and/or Local Priorities Addressed by this goal:

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

Identified Need

- Maintain or increase graduation rate
- increase percentage of students completing A-G requirements
- Determine baseline percentage for students participating in Career Technical Education
- Decrease dropout rate

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
- Cohort graduation rate	- 2015/16 - 76.2%	- 78%	- 80%	- 82%
- %age of graduates completing A-G requirements will increase by 2%	- 2015/16 - 19%	- 23%	- 25%	- 27%
- CTE participation rate	- 0% - no CTE courses provided	- Baseline will be established in 17/18.	- Baseline + 1%	- Baseline + 2%
- %age of students having access to broad course of study	- 100%	- 100%	- 100%	- 100%
- Dropout rate	- 9.5%	- below the state average.	- below the state average.	- below the state average.

PLANNED ACTIONS / SERVICES

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

Action   **1**

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

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

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

OR

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

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

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
1)Share responsibility for improvement of college and career readiness a)School Counselor	1)Share responsibility for improvement of college and career readiness a)School Counselor	1)Share responsibility for improvement of college and career readiness a)School Counselor

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount $16,860	Amount $16,860	Amount $16,860

Source	Base	Source	Base	Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries 1a) Counselor Salary	Budget Reference	1000-1999: Certificated Personnel Salaries 1a) Counselor Salary	Budget Reference	1000-1999: Certificated Personnel Salaries 1a) Counselor Salary
Amount	$50	Amount	$50	Amount	$50
Source	Base	Source	Base	Source	Base
Budget Reference	3000-3999: Employee Benefits 1a) Counselor benefits	Budget Reference	3000-3999: Employee Benefits 1a) Counselor benefits	Budget Reference	3000-3999: Employee Benefits 1a) Counselor benefits

Action 2

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

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

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

OR

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

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

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
2)Share responsibility for improvement of college and career readiness through College and Career Field Trips -	2)Share responsibility for improvement of college and career readiness through College and Career Field Trips -	2)Share responsibility for improvement of college and career readiness through College and Career Field Trips -

This action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. These trips help expose students to different college opportunities. We also either include a science lab opportunity or visit a location that support history or social science curriculum.

Research:Taking students to an art museum improves critical thinking skills, and more

By Jay P. Greene, Brian Kisida and Daniel H. Bowen http://educationnext.org/the-educational-value-of-field-trips/

It is our expectation that this action will result in increasing CAASPP scores and increased college and career readiness.

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BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$20,000	Amount	$20,000	Amount	$20,000
Source	Supplemental/Concentrated	Source	Supplemental/Concentrated	Source	Supplemental/Concentrated
Budget Reference	5000-5999: Services And Other Operating Expenditures 2) Field Trips to colleges, seminars, workshops, etc for college prep.	Budget Reference	5000-5999: Services And Other Operating Expenditures 2) Field Trips to colleges, seminars, workshops, etc for college prep.	Budget Reference	5000-5999: Services And Other Operating Expenditures 2) Field Trips to colleges, seminars, workshops, etc for college prep.

Action **3**

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

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served ☒ English Learners ☒ Foster Youth ☒ Low Income

Scope of Services	☒ LEA-wide	☒ Schoolwide	**OR**	☐ Limited to Unduplicated Student Group(s)
Location(s)	☒ All Schools	☐ Specific Schools:		☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged

3)Provide Co-curricular activities to strengthen student engagement a) Choir/Band participation b) Summer School - salaries and benefits, materials and supplies - This action.service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Research -Summer School: Research-Based Recommendations for Policymakers. SERVE Policy Brief. Harris Cooper http://eric.ed.gov/?id=ED456557 Making Summer Count : How Summer Programs Can Boost Children's Learning Jennifer Sloan McCombs, Catherine H. Augustine, Heather L. Schwartz, Susan J. Bodilly, Brian McInnis, Dahlia S. Lichter, Amanda Brown Cross w.wallacefoundation.org/knowledge-center/summer-andextended-learning-time/summer-learning/Documents/Making-Summer-Count It is our expectation that this action will result in increasing CAASPP scores,and increased graduation rate. c) Campus clubs - This action.service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Research - The Case for High School Activities https://www.nfhs.org/articles/the-case-for-high-school-activities/	3)Provide Co-curricular activities to strengthen student engagement a) Choir/Band participation b) Summer School - salaries and benefits, materials and supplies - This action.service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Research -Summer School: Research-Based Recommendations for Policymakers. SERVE Policy Brief. Harris Cooper http://eric.ed.gov/?id=ED456557 Making Summer Count : How Summer Programs Can Boost Children's Learning Jennifer Sloan McCombs, Catherine H. Augustine, Heather L. Schwartz, Susan J. Bodilly, Brian McInnis, Dahlia S. Lichter, Amanda Brown Cross w.wallacefoundation.org/knowledge-center/summer-andextended-learning-time/summer-learning/Documents/Making-Summer-Count It is our expectation that this action will result in increasing CAASPP scores,and increased graduation rate. c) Campus clubs - This action.service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Research - The Case for High School Activities https://www.nfhs.org/articles/the-case-for-high-school-activities/	3)Provide Co-curricular activities to strengthen student engagement a) Choir/Band participation b) Summer School - salaries and benefits, materials and supplies - This action.service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Research -Summer School: Research-Based Recommendations for Policymakers. SERVE Policy Brief. Harris Cooper http://eric.ed.gov/?id=ED456557 Making Summer Count : How Summer Programs Can Boost Children's Learning Jennifer Sloan McCombs, Catherine H. Augustine, Heather L. Schwartz, Susan J. Bodilly, Brian McInnis, Dahlia S. Lichter, Amanda Brown Cross w.wallacefoundation.org/knowledge-center/summer-andextended-learning-time/summer-learning/Documents/Making-Summer-Count It is our expectation that this action will result in increasing CAASPP scores,and increased graduation rate. c) Campus clubs - This action.service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Research - The Case for High School Activities https://www.nfhs.org/articles/the-case-for-high-school-activities/

Everyone Gains: Extracurricular Activities in High School and Higher
SAT® Scores
Howard T. Everson and Roger E. Millsap
http://files.eric.ed.gov/fulltext/ED562676.pdf

It is our expectation that this action will result in increasing CAASPP scores,and increased graduation rate.

Everyone Gains: Extracurricular Activities in High School and Higher
SAT® Scores
Howard T. Everson and Roger E. Millsap
http://files.eric.ed.gov/fulltext/ED562676.pdf

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Everyone Gains: Extracurricular Activities in High School and Higher
SAT® Scores
Howard T. Everson and Roger E. Millsap
http://files.eric.ed.gov/fulltext/ED562676.pdf

It is our expectation that this action will result in increasing CAASPP scores,and increased graduation rate.

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	0	Amount	0	Amount	0
Budget Reference	3a) Because DLA is a dependent charter under KCUSD there is no additional cost for band/choir participation.	Budget Reference	3a) Because DLA is a dependent charter under KCUSD there is no additional cost for band/choir participation.	Budget Reference	3a) Because DLA is a dependent charter under KCUSD there is no additional cost for band/choir participation.
Amount	$10,000	Amount	$10,000	Amount	$10,000
Source	Supplemental/Concentrated	Source	Supplemental/Concentrated	Source	Supplemental/Concentrated
Budget Reference	1000-1999: Certificated Personnel Salaries 3b) Summer School - teacher salaries--	Budget Reference	1000-1999: Certificated Personnel Salaries 3b) Summer School - teacher salaries--	Budget Reference	1000-1999: Certificated Personnel Salaries 3b) Summer School - teacher salaries--
Amount	$1,500	Amount	$1,500	Amount	$1,500
Source	Supplemental/Concentrated	Source	Supplemental/Concentrated	Source	Supplemental/Concentrated
Budget Reference	2000-2999: Classified Personnel Salaries 3b) Summer school classified salaries --	Budget Reference	2000-2999: Classified Personnel Salaries 3b) Summer school classified salaries --	Budget Reference	2000-2999: Classified Personnel Salaries 3b)Summer school classified salaries --
Amount	$3,500	Amount	$3,500	Amount	$3,500
Source	Supplemental/Concentrated	Source	Supplemental/Concentrated	Source	Supplemental/Concentrated
Budget Reference	3000-3999: Employee Benefits 3b) Summer School benefits	Budget Reference	3000-3999: Employee Benefits 3b) Summer School benefits	Budget Reference	3000-3999: Employee Benefits 3b) Summer School benefits
Amount	$2,500	Amount	$2,500	Amount	$2,500
Source	Supplemental/Concentrated	Source	Supplemental/Concentrated	Source	Supplemental/Concentrated
Budget Reference	4000-4999: Books And Supplies	Budget Reference	4000-4999: Books And Supplies	Budget Reference	4000-4999: Books And Supplies

	3b) Summer School materials and supplies		3b) Summer School materials and supplies		3b) Summer School materials and supplies
Amount	$2,500	Amount	$2,500	Amount	$2,500
Source	Supplemental/Concentrated	Source	Supplemental/Concentrated	Source	Supplemental/Concentrated
Budget Reference	1000-1999: Certificated Personnel Salaries 3c) Certificated supplemental pay for advising campus clubs and activities.	Budget Reference	1000-1999: Certificated Personnel Salaries 3c) Certificated supplemental pay for advising campus clubs and activities.	Budget Reference	1000-1999: Certificated Personnel Salaries 3c) Certificated supplemental pay for advising campus clubs and activities.
Amount	$750	Amount	$750	Amount	$750
Source	Supplemental/Concentrated	Source	Supplemental/Concentrated	Source	Supplemental/Concentrated
Budget Reference	3000-3999: Employee Benefits 3c) Certificated supplemental benefits for advising campus clubs and activities.	Budget Reference	3000-3999: Employee Benefits 3c) Certificated supplemental benefits for advising campus clubs and activities.	Budget Reference	3000-3999: Employee Benefits 3c) Certificated supplemental benefits for advising campus clubs and activities.
Amount	$2500	Amount	$2500	Amount	$2500
Source	Supplemental/Concentrated	Source	Supplemental/Concentrated	Source	Supplemental/Concentrated
Budget Reference	4000-4999: Books And Supplies 3c) Materials and supplies for campus clubs and activities	Budget Reference	4000-4999: Books And Supplies 3c) Materials and supplies for campus clubs and activities	Budget Reference	4000-4999: Books And Supplies 3c) Materials and supplies for campus clubs and activities

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

☐ New	☐ Modified	☒ Unchanged

Goal 5

Goal #5
All Students will be provided with safe and nurturing learning environments that support their social, emotional, and academic success.

State and/or Local Priorities Addressed by this goal:

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

Identified Need

Continue to demonstrate and maintain a low suspension rate
Maintain a zero to low percentage of expulsions
Continue to demonstrate an increase in Attendance Rate (85% in 15/16) and in Chronic Absence Attendance Rate (51% in 15/16)
School safety rating per LCAP Student survey - 93% of students feel safe in 15/16 per survey.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
- percentage of suspended students, including significant subgroups, will continue to be below the state average.	- 2015/16 - 1.3%	- below the state average	- below the state average	- below the state average
• percentage of expelled students, including significant subgroups, will continue to be below the state average • Attendance rate will increase by 1%	- 2015/16 - 0%	- below the state average	- below the state average	- below the state average
- Attendance rate will increase by 1%	- 2015/16 - 85.8%	- 86.8%	- 87.8%	- 88.8%

- Chronic absenteeism rates will decrease by 3%	- 2015/16 - 51.4%	- 48.4%	- 45.4%	- 42.4%
- Facilities will meet Williams Act requirements with a "Good" standing on the overall summary of facility conditions evaluation, as reflected on the School Accountability Report Card (SARC).	- 2015/16 - 100%	- 100%	- 100%	- 100%
- percentage of students feeling safe at school will increase by 1%,as reported on the student survey	- 2015/16 - 93%	- 94%	- 95%	- 95%

PLANNED ACTIONS / SERVICES

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

Action   **1**

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

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

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

OR

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

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

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

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

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged

1)Share responsibility for improvement of school safety and climate a) Positive Behavior Intervention Supports (PBIS) b,c)Provide safe and nurturing environment through maintenance department	1)Share responsibility for improvement of school safety and climate a) Positive Behavior Intervention Supports (PBIS) b,c)Provide safe and nurturing environment through maintenance department	1)Share responsibility for improvement of school safety and climate a) Positive Behavior Intervention Supports (PBIS) b,c)Provide safe and nurturing environment through maintenance department

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$10,316.31	Amount	$10,316.31	Amount	$10,316.31
Source	Base	Source	Base	Source	Base
Budget Reference	4000-4999: Books And Supplies 1a) PBIS materials and supplies, professional development - Grant funded through county and base funded.	Budget Reference	4000-4999: Books And Supplies 1a) PBIS materials and supplies, professional development - Grant funded through county and base funded.	Budget Reference	4000-4999: Books And Supplies 1a) PBIS materials and supplies, professional development - Grant funded through county and base funded.
Amount	$8,680	Amount	$8,680	Amount	$8,680
Source	Base	Source	Base	Source	Base
Budget Reference	2000-2999: Classified Personnel Salaries 1b) Maintenance dept. salaries	Budget Reference	2000-2999: Classified Personnel Salaries 1b) Maintenance dept. salaries	Budget Reference	2000-2999: Classified Personnel Salaries 1b) Maintenance dept. salaries
Amount	$2,126	Amount	$2,126	Amount	$2,126
Source	Base	Source	Base	Source	Base
Budget Reference	3000-3999: Employee Benefits 1c) Maintenance department benefits	Budget Reference	3000-3999: Employee Benefits 1c) Maintenance department benefits	Budget Reference	3000-3999: Employee Benefits 1c) Maintenance department benefits

Action 2

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

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

OR

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

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

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

Location(s)	☐ All Schools	☒ Specific Schools: <u>DLA</u>	☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
2)Share responsibility for improvement of school safety and climate a) Provide anti-bullying assembly This action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Students will be made more aware of how to better deal with bullies thus creating a more proactive and safer environment on campus. DLA is a dependent charter and is supported by KCUSD for this expense. Research - http://www.cyberbullyhotline.com/blog/ut-arlington-study-anti-bullying-programs-in-schools/ It is our expectation that this action will result in a decrease in the suspension rate and an increase in attendance.	2)Share responsibility for improvement of school safety and climate a) Provide anti-bullying assembly This action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Students will be made more aware of how to better deal with bullies thus creating a more proactive and safer environment on campus. DLA is a dependent charter and is supported by KCUSD for this expense. Research - http://www.cyberbullyhotline.com/blog/ut-arlington-study-anti-bullying-programs-in-schools/ It is our expectation that this action will result in a decrease in the suspension rate and an increase in attendance.	2)Share responsibility for improvement of school safety and climate a) Provide anti-bullying assembly This action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Students will be made more aware of how to better deal with bullies thus creating a more proactive and safer environment on campus. DLA is a dependent charter and is supported by KCUSD for this expense. Research - http://www.cyberbullyhotline.com/blog/ut-arlington-study-anti-bullying-programs-in-schools/ It is our expectation that this action will result in a decrease in the suspension rate and an increase in attendance.

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	0	Amount	0	Amount	0
Source	Supplemental/Concentrated	Source	Supplemental/Concentrated	Source	Supplemental/Concentrated
Budget Reference	5000-5999: Services And Other Operating Expenditures	Budget Reference	5000-5999: Services And Other Operating Expenditures	Budget Reference	5000-5999: Services And Other Operating Expenditures

| 2a) Anti-bullying assemblies | 2a) Anti-bullying assemblies | 2a) Anti-bullying assemblies |

Action **3**

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

Students to be Served

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

Location(s)

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

OR

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

Students to be Served

☒ English Learners   ☒ Foster Youth   ☒ Low Income

Scope of Services

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

Location(s)

☐ All Schools   ☒ Specific Schools: DLA   ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
3) Provide awareness and support for increased attendance through the Chronic Absentee Recovery Effort Project (CARE) - This action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. We provide for increased attendance in an effort to increase work production and eventually credit accumulation. Research - The Importance of Being in School: A Report on Absenteeism in the Nation's Public Schools Robert Balfanz Vaughn Byrnes	3) Provide awareness and support for increased attendance - This action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. We provide for increased attendance in an effort to increase work production and eventually credit accumulation. Research - The Importance of Being in School: A Report on Absenteeism in the Nation's Public Schools Robert Balfanz Vaughn Byrnes	3)Provide awareness and support for increased attendance - This action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. We provide for increased attendance in an effort to increase work production and eventually credit accumulation. Research - The Importance of Being in School: A Report on Absenteeism in the Nation's Publi c Schools Robert Balfanz Vaughn Byrnes

http://new.every1graduates.org/wp-content/uploads/2012/05/FINALChronic AbsenteeismReport_may16.pdf

Every Student, Every Day: A National Initiative to Address and Eliminate Chronic Absenteeism
http://www2.ed.gov/about/inits/ed/chronicabsenteeism/index.html

It is our expectation that this action will result in increased attendance, increasing CAASPP scores, and increased graduation rate.

http://new.every1graduates.org/wp-content/uploads/2012/05/FINALChronic AbsenteeismReport_may16.pdf

Every Student, Every Day: A National Initiative to Address and Eliminate Chronic Absenteeism
http://www2.ed.gov/about/inits/ed/chronicabsenteeism/index.html

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Every Student, Every Day: A National Initiative to Address and Eliminate Chronic Absenteeism
http://www2.ed.gov/about/inits/ed/chronicabsenteeism/index.html

It is our expectation that this action will result in increased attendance, increasing CAASPP scores, and increased graduation rate.

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$5,000	Amount	$5,000	Amount	$5,000
Source	Supplemental/Concentrated	Source	Supplemental/Concentrated	Source	Supplemental/Concentrated
Budget Reference	4000-4999: Books And Supplies 2a) Incentives/Awards for students demonstrating positive attendance.	Budget Reference	4000-4999: Books And Supplies 2a) Incentives/Awards for students demonstrating positive attendance.	Budget Reference	4000-4999: Books And Supplies 2a) Incentives/Awards for students demonstrating positive attendance.
Amount	$5,000	Amount	$5,000	Amount	$5,000
Source	Supplemental/Concentrated	Source	Supplemental/Concentrated	Source	Supplemental/Concentrated
Budget Reference	5000-5999: Services And Other Operating Expenditures 2a) Incentive reward trips/activities for students demonstrating positive attendance.	Budget Reference	5000-5999: Services And Other Operating Expenditures 2a) Incentive reward trips/activities for students demonstrating positive attendance.	Budget Reference	5000-5999: Services And Other Operating Expenditures 2a) Incentive reward trips/activities for students demonstrating positive attendance.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

☐ New	☐ Modified	☒ Unchanged

Goal 6	Goal #6 All Students will have the opportunity to increase academic achievement through the engagement of parents and families.

State and/or Local Priorities Addressed by this goal:	STATE ☐ 1 ☐ 2 ☒ 3 ☒ 4 ☐ 5 ☐ 6 ☐ 7 ☒ 8 COE ☐ 9 ☐ 10 LOCAL
Identified Need	Continue to improve Parent Survey return rate Current Parent Survey return rate - 54% Parent Participation in Advisory Council has historically been 1 or 2 parents

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
- Parent Survey return rate - 50% or above	- 2015/16 - 54%	- 50% or above	- 50% or above	- 50% or above
• More than 10 opportunities will be offered to parents for parental involvement, as defined by a two-way and meaningful communication involving student academic learning and other school activities.	- 2015/16 - 100%	- 100%	- 100%	- 100%

PLANNED ACTIONS / SERVICES

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

Action   **1**

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

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

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

OR

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

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

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
1)Share responsibility for improvement of student achievement a) Parent/Student contract agreement meetings b) Academic probation meetings for struggling students.	1)Share responsibility for improvement of student achievement a) Parent/Student contract agreement meetings b) Academic probation meetings for struggling students.	1)Share responsibility for improvement of student achievement a) Parent/Student contract agreement meetings b) Academic probation meetings for struggling students.

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$1,000	Amount	$1,000	Amount	$1,000
Source	Base	Source	Base	Source	Base
Budget Reference	4000-4999: Books And Supplies	Budget Reference	4000-4999: Books And Supplies 1a)Student Agreement/Contract meetings with counselor, parent and student.	Budget Reference	4000-4999: Books And Supplies 1a)Student Agreement/Contract meetings with counselor, parent and student.

	1a)Student Agreement/Contract meetings with counselor, parent and student.		
Amount	$500	Amount	$500	Amount	$500

Amount	$500	Amount	$500	Amount	$500
Source	Base	Source	Base	Source	Base
Budget Reference	4000-4999: Books And Supplies 1b) Academic probation meetings for struggling students.	Budget Reference	4000-4999: Books And Supplies 1b) Academic probation meetings for struggling students.	Budget Reference	4000-4999: Books And Supplies 1b) Academic probation meetings for struggling students.
Amount	$2,000	Amount	$2,000	Amount	$2,000
Source	Base	Source	Base	Source	Base
Budget Reference	2000-2999: Classified Personnel Salaries 1b) Additional pay for extra time for site secretary for academic probation meetings and master agreement meetings.	Budget Reference	2000-2999: Classified Personnel Salaries 1b) Additional pay for extra time for site secretary for academic probation meetings and master agreement meetings.	Budget Reference	2000-2999: Classified Personnel Salaries 1b) Additional pay for extra time for site secretary for academic probation meetings and master agreement meetings.
Amount	$500	Amount	$500	Amount	$500
Source	Base	Source	Base	Source	Base
Budget Reference	3000-3999: Employee Benefits 1b) Additional benefits for secretary to participate in master agreement and academic probation meetings.	Budget Reference	3000-3999: Employee Benefits 1b) Additional benefits for secretary to participate in master agreement and academic probation meetings.	Budget Reference	3000-3999: Employee Benefits 1b) Additional benefits for secretary to participate in master agreement and academic probation meetings.

Action 2

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

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

OR

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

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

Scope of Services	☐ LEA-wide	☐ Schoolwide	**OR**	☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All Schools	☐ Specific Schools:		☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
2) Provide parent advisory/involvement opportunities and feedback pipelines a) District Advisory Council b) District Fair c) Charter Advisory Council d) PBIS Committee e) Incentives for students returning parent surveys	2) Provide parent advisory/involvement opportunities and feedback pipelines a) District Advisory Council b) District Fair c) Charter Advisory Council d) PBIS Committee e) Incentives for students returning parent surveys	2) Provide parent advisory/involvement opportunities and feedback pipelines a) District Advisory Council b) District Fair c) Charter Advisory Council d) PBIS Committee e) Incentives for students returning parent surveys

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$2,000	Amount	$2,000	Amount	$2,000
Source	Base	Source	Base	Source	Base
Budget Reference	4000-4999: Books And Supplies 2 a,b,c, d) District advisory council, Charter advisory Council, PBIS Committee District Fair materials and supplies	Budget Reference	4000-4999: Books And Supplies 2 a,b,c, d) District advisory council, Charter advisory Council, PBIS Committee District Fair materials and supplies	Budget Reference	4000-4999: Books And Supplies 2 a,b,c, d) District advisory council, Charter advisory Council, PBIS Committee District Fair materials and supplies
Amount	$1,000	Amount	$1,000	Amount	$1,000
Source	Base	Source	Base	Source	Base
Budget Reference	4000-4999: Books And Supplies 2e) Incentives to promote parent survey completion and parent participation in school events/activities.	Budget Reference	4000-4999: Books And Supplies 2e) Incentives to promote parent survey completion and parent participation in school events/activities.	Budget Reference	4000-4999: Books And Supplies 2e) Incentives to promote parent survey completion and parent participation in school events/activities.

Action **3**

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

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

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

OR

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

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

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
3) Increase parent involvement opportunities a) Provide communication regarding parent involvement opportunities through automated communication system b) District school website c) Quarterly school newsletter d) Parent Open House/Back to School	3) Increase parent involvement opportunities a) Provide communication regarding parent involvement opportunities through automated communication system b) District school website c) Quarterly school newsletter d) Parent Open House/Back to School	3) Increase parent involvement opportunities a) Provide communication regarding parent involvement opportunities through automated communication system b) District school website c) Quarterly school newsletter d) Parent Open House/Back to School

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$1,000	Amount	$1,000	Amount	$1,000
Source	Base	Source	Base	Source	Base
Budget Reference	4000-4999: Books And Supplies 3 a,b) Automated communication system and website as provided to schools by KCUSD. Since DLA is a dependent	Budget Reference	4000-4999: Books And Supplies 3 a,b) Automated communication system and website as provided to schools by KCUSD. Since DLA is a dependent	Budget Reference	4000-4999: Books And Supplies 3 a,b) Automated communication system and website as provided to schools by KCUSD. Since DLA is a dependent

	charter we too receive these services at no site cost. 3c) Materials and supplies for newsletter printing		charter we too receive these services at no site cost. 3c) Materials and supplies for newsletter printing		charter we too receive these services at no site cost. 3c) Materials and supplies for newsletter printing
Amount	$2,000	Amount	$2,000	Amount	$2,000
Source	Base	Source	Base	Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures 3d) Food/Refreshments for parent events	Budget Reference	5000-5999: Services And Other Operating Expenditures 3d) Food/Refreshments for parent events	Budget Reference	5000-5999: Services And Other Operating Expenditures 3d) Food/Refreshments for parent events

Demonstration of Increased or Improved Services for Unduplicated Pupils

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

Estimated Supplemental and Concentration Grant Funds: $92,144   Percentage to Increase or Improve Services: 18.98%

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).

The details of the expenditures listed below are itemized and explained in section 2 of this plan and are principally directed towards, and are effective in, increasing or improving services for unduplicated students. Since our unduplicated student population count is 70.5%, (the majority of our student population) all of these actions and services are being performed on a school-wide basis - the most efficient delivery of services. All actions and expenditures of Supplemental and Concentration funds were carefully and thoughtfully planned with the needs of our unduplicated population in mind, based on careful analysis of data and input from our stakeholders.

Dunlap Leadership Academy will provide the following additional support and services to support our unduplicated students:

- Salary to assist with the development of English Language and annual testing
- Progress monitoring in English and Mathematics will be supported through the purchase of NWEA
- In an effort to provide incentives, primarily for attendance, which for independent study is based on work completed, we are setting aside a large amount for CARE and other incentives to promote work completion
- To maintain the incentives, we are also providing incentive for gpa, number of credits completed in a semester, good behavior, community service etc.
- In an effort to increase awareness of colleges and careers, we are setting aside funds for 4 field trips at approximately 5,000 a piece.
- Extended learning opportunities will be provided through courses offered during the summer months along with tutoring/intervention opportunities outside of the regular school day.

The minimum proportionality percentage (MPP) for Dunlap Leadership Academy is 18.98%. The MPP has been met as demonstrated in Section 3B by expending all of the supplemental and concentration funds on the needs of the unduplicated student population.

The DLA High School level of unduplicated pupils for the LCAP year (2017/2018) will be 70.5%. Therefore, the DLA will receive $92,144 in supplemental/concentrated funds. These funds will be spent in a school-wide manner to support students based on need. These unduplicated students will receive additional services as outlined in our LCAP.

Revised Local Control and Accountability Plan and Annual Update Template Instructions

[Addendum](#)

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

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

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

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

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

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

Instructions: Linked Table of Contents

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

Plan Summary

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

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

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

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

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

Budget Summary

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

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

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

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

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

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

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

> Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.
>
> - Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
>
> - Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
>
> - Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
>
> - Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

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

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

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

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

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

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

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

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

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

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

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.

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

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

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:
    A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
    B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
    C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:
    A. The implementation of state board adopted academic content and performance standards for all students, which are:
        a. English Language Arts – Common Core State Standards for English Language Arts
        b. Mathematics – Common Core State Standards for Mathematics
        c. English Language Development
        d. Career Technical Education
        e. Health Education Content Standards
        f. History-Social Science
        g. Model School Library Standards
        h. Physical Education Model Content Standards
        i. Next Generation Science Standards
        j. Visual and Performing Arts
        k. World Language; and
    B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:
    A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
    B. How the school district will promote parental participation in programs for unduplicated pupils; and
    C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:
    A. Statewide assessments;
    B. The Academic Performance Index;
    C. The percentage of pupils who have successfully completed courses that satisfy UC or CSU entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
    D. The percentage of English learner pupils who make progress toward English proficiency as measured by the CELDT;
    E. The English learner reclassification rate;
    F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
    G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

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

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

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

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:
A. S broad course of study including courses described under Sections 51210 and 51220(a)-(i), as applicable;
B. Programs and services developed and provided to unduplicated pupils; and
C. Programs and services developed and provided to individuals with exceptional needs.

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

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

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:
A. Working with the county child welfare agency to minimize changes in school placement
B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:
A. Local priority goals; and
B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

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

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

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

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

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

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

   (2) The total number of cohort members.

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

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

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

   (2) The total number of cohort members.

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

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

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

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

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

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

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

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

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

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

Guiding Questions: Goals, Actions, and Services

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?

2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?

3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?

4) What are the LEA's goal(s) to address any locally-identified priorities?

5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?

6) What are the unique goals for unduplicated pupils as defined in *Education Code* sections 42238.01 and bgroups as defined in section 52052 that are different from the LEA's goals for all pupils?

7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?

8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?

9) What information was considered/reviewed for individual school sites?

10) What information was considered/reviewed for subgroups identified in *Education Code* Section 52052?

11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *Education Code* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?

12) How do these actions/services link to identified goals and expected measurable outcomes?

13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	**2016-17 Annual Update Budgeted**	**2016-17 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
All Funding Sources	837,082.00	455,592.84	733,233.31	733,233.31	733,233.31	2,199,699.93
	0.00	0.00	0.00	0.00	0.00	0.00
Base	748,231.00	399,927.84	629,180.31	629,180.31	629,180.31	1,887,540.93
Other	3,000.00	3,444.00	11,909.00	11,909.00	11,909.00	35,727.00
Supplemental/Concentrated	85,851.00	52,221.00	92,144.00	92,144.00	92,144.00	276,432.00

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

Total Expenditures by Object Type						
Object Type	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	837,082.00	455,592.84	733,233.31	733,233.31	733,233.31	2,199,699.93
	483,010.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	0.00	216,907.89	273,665.00	273,665.00	273,665.00	820,995.00
2000-2999: Classified Personnel Salaries	115,756.00	26,454.00	28,954.00	28,954.00	28,954.00	86,862.00
3000-3999: Employee Benefits	0.00	63,224.95	87,060.00	87,060.00	87,060.00	261,180.00
4000-4999: Books And Supplies	53,316.00	59,626.00	164,554.31	164,554.31	164,554.31	493,662.93
5000-5999: Services And Other Operating Expenditures	180,000.00	89,380.00	179,000.00	179,000.00	179,000.00	537,000.00
5800: Professional/Consulting Services And Operating Expenditures	5,000.00	0.00	0.00	0.00	0.00	0.00

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

		Total Expenditures by Object Type and Funding Source					
Object Type	Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	837,082.00	455,592.84	733,233.31	733,233.31	733,233.31	2,199,699.93
		0.00	0.00	0.00	0.00	0.00	0.00
	Base	394,159.00	0.00	0.00	0.00	0.00	0.00
	Other	3,000.00	0.00	0.00	0.00	0.00	0.00
	Supplemental/Concentrated	85,851.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Base	0.00	202,209.89	251,569.00	251,569.00	251,569.00	754,707.00
1000-1999: Certificated Personnel Salaries	Supplemental/Concentrated	0.00	14,698.00	22,096.00	22,096.00	22,096.00	66,288.00
2000-2999: Classified Personnel Salaries	Base	115,756.00	25,454.00	27,454.00	27,454.00	27,454.00	82,362.00
2000-2999: Classified Personnel Salaries	Supplemental/Concentrated	0.00	1,000.00	1,500.00	1,500.00	1,500.00	4,500.00
3000-3999: Employee Benefits	Base	0.00	57,973.95	78,667.00	78,667.00	78,667.00	236,001.00
3000-3999: Employee Benefits	Supplemental/Concentrated	0.00	5,251.00	8,393.00	8,393.00	8,393.00	25,179.00
4000-4999: Books And Supplies	Base	53,316.00	46,192.00	137,990.31	137,990.31	137,990.31	413,970.93
4000-4999: Books And Supplies	Other	0.00	3,444.00	11,909.00	11,909.00	11,909.00	35,727.00
4000-4999: Books And Supplies	Supplemental/Concentrated	0.00	9,990.00	14,655.00	14,655.00	14,655.00	43,965.00
5000-5999: Services And Other Operating Expenditures	Base	180,000.00	68,098.00	133,500.00	133,500.00	133,500.00	400,500.00
5000-5999: Services And Other Operating Expenditures	Supplemental/Concentrated	0.00	21,282.00	45,500.00	45,500.00	45,500.00	136,500.00
5800: Professional/Consulting Services And Operating Expenditures	Base	5,000.00	0.00	0.00	0.00	0.00	0.00

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

Total Expenditures by Goal				
Goal	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	387,964.00	387,964.00	387,964.00	1,163,892.00
Goal 2	243,987.00	243,987.00	243,987.00	731,961.00
Goal 3	0.00	0.00	0.00	0.00
Goal 4	60,160.00	60,160.00	60,160.00	180,480.00
Goal 5	31,122.31	31,122.31	31,122.31	93,366.93
Goal 6	10,000.00	10,000.00	10,000.00	30,000.00

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

LCAP Goal	SP	Outcome	Target	All 2014-15	All 2015-16	Hispanic 2014-15	Hispanic 2015-16	White 2014-15	White 2015-16	SED 2014-15	SED 2015-16
1	1	Appropriately credentialed and appropriate EL authorization	Continue to have more than 95%	100.0%	100%						
1	1	Misassignments & Vacancies	Less than 1% missassigned teachers and vacancies	100.0%	100%						
1	1	Standards Aligned Curriculum	All students will have access	All students had access	All students had access						
2	4	Smarter Balanced ELA Met/Exceeded Standards	Increase by 2%; subgroups will increase with a goal of meeting the district average	61%	45%	50%	33%	*	*	59%	42%
2	4	Smarter Balanced Math Met/Exceeded Standards	Increase by 2%; subgroups will increase with a goal of meeting the district average	10%	3%	18%	0%	*	*	6%	0%
2	4	EAP ELA	Over 40% will be conditionally ready; subgroups will increase to meet district avg	61%	45%	50%	33%	*	*	59%	42%
2	4	EAP Math	Increase by 2%; subgroups will increase with a goal of meeting the district average	10%	3%	18%	0%	*	*	6%	0%
2	2	Implementation of Standards	Continued implementation as evidenced by walkthrough forms and IAPs	100%	100%						
N/A	4	EL English Lang Proficiency Level	EL students are not a significant subgroup								
N/A	4	EL Progress toward English Proficiency	EL students are not a significant subgroup								
N/A	4	EL Reclassification Rate	EL students are not a significant subgroup								
4	5	HS Cohort Graduation Rate	The cohort graduation rate will increase by 2%	71.4%	76.2%	*	*	*	*	*	*
4	4	A-G Completion	Increase by 2% with subgroups increasing to meet the district average	88.2%	19.0%	*	*	*	*	*	*
4	4	CTE Participation in one or more courses	Baseline will be established for CTE participation in 17/18	**	0%	**	0%	*	*	0%	0%
4	7	Access to Broad Course of Study	Master schedule reflects broad course of study	All students had access	All students had access						
4	5	HS Dropout Rate - State View	Below state average (9.8%); subgroups decreasing to be below the district average	0%	9.5%	*	*	*	*	*	*
N/A	5	MS Dropout Rate	Does not apply								
N/A	4	AP Passage Rate	Amount of students taking an AP exam is below 30	*	*	*	*	*	*	*	*

LCAP Goal	SP	Outcome	Target	All 2014-15	All 2015-16	Hispanic 2014-15	Hispanic 2015-16	White 2014-15	White 2015-16	SED 2014-15	SED 2015-16
5	6	Suspension Rate	Below the state average (**)	2.8%	1.3%	*	0%	*	2.0%	*	1.1.%
5	6	Expulsion Rate	Below the state average (**)	0%	0%	0%	0%	0%	0%	0%	0%
5	5	Attendance Rate	Attendance Rate will increase by 1% from the previous year	**	85.8%	**	82.9%	**	89.5%	**	84.6%
5	5	Chronic Absenteeism Rate	Chronic absenteeism rates will decrease by 3% from the previous year	**	51.4%	**	60.0%	**	44.0%	**	56.4%
5	1	Facility Conditions	All facilities will meet Williams Act requirements	100%	100%						
6	6	School Safety	Students feeling safe at school will increase by 1% as reported on the student survey	**	93.0%						
6	3	Parent Involvement	More than 50% of Parent Surveys will be returned	66%	54%						
6	3	Parent Involvement	Offer more than 10 opportunities per school site	**	15 Opportunities = 100%						

*not a significant percentage for this metric

**data not available at this time