

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

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

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

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

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

LEA Name

Contact Name and Title

Email and Phone

**Encore Junior/Senior High  
School for the Performing &  
Visual Arts**

**Denise Griffin**  
**Chief Executive Officer**

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**760/956-2632**

## 2017-20 Plan Summary

### The Story

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

Encore Junior/Senior High School for the Performing & Visual Arts, a charter school, was created to help young people find their passion in art and to rigorously explore the opportunities within that passion. Founded in 2008 in Hesperia, in San Bernardino County, Encore began with 44 employees, and now has more than 250 employees serving more than 1,000 students in Grades 7 through 12. Denise Griffin, the school's CEO and one of its founders, gives much credit for the school's success to the dedication of many stakeholders — staff members, students, parents, community members, and alumni. The school serves its students by providing a creative, challenging and nurturing environment, combining intensive studies of arts education with pre-college academic classes. Encore's graduates are prepared for a university education and further pursuit of the arts. Hesperia, named for Hesperus, the Greek god of the West, has a population of more than 92,000, and is located in the High Desert, an area known for its unique and moderate weather patterns. Encore's Hesperia campus includes over 100,000 square feet of classroom and arts studio space.

### LCAP Highlights

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

Encore works continuously to improve the school's offerings and achievements. This year the focus will be on:

- Increasing student academic achievement
- Offering a wide variety of classes that appeal to and include all students

- Hiring and retaining qualified teachers
- Increasing the number of students who are A-G qualified upon graduation
- Increasing parental involvement in school activities and decisions
- Adding a college and career center
- Maintaining and improving school facilities

## Review of Performance

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

### Greatest Progress

Encore's Dashboard Report for Fall 2018 demonstrates our Graduation Rate (Blue) of 96.8% was two levels above the statewide All Students rate, and grew slightly (0.8%) from last year. While we do have significant room for improvement in other academic areas (see below), Encore will continue to provide the creative, challenging, and nurturing environment that allows its students to succeed.

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

### Greatest Needs

Encore's Dashboard Report for Fall 2018 demonstrates that additional improvement is needed in several areas, including English Language Arts (Orange) and Mathematics (Red). However, we have made substantial positive strides during the 2018-19 year just ended, and will be continuing these efforts in 2019-20 in both ELA and Mathematics to improve our current scores.

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

### Performance Gaps

No state performance indicators were two or more performance level below the "all student" performance in Fall 2018.

# Comprehensive Support and Improvement

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

## Schools Identified

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

n/a

## Support for Identified Schools

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

n/a

## Monitoring and Evaluating Effectiveness

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

n/a

# Annual Update

**LCAP Year Reviewed: 2018-19**

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

## Goal 1

**Encore administration will hire and retain highly qualified, credentialed teachers within the subject area of instruction for all core instruction.**

State and/or Local Priorities addressed by this goal:

State Priorities: Priorities 1, 7, and 8

Local Priorities: Same

## Annual Measurable Outcomes

Expected

Teachers hired for core curriculum must possess an interim eligible credential minimum in the appropriate course of study. Teachers will have to follow state guidelines to clear credential. 100% of core teachers will possess appropriate credential.

Encore will take all necessary measures to ensure that students have access and are enrolled in all required areas of study each year.

Actual

Encore added more in-depth career technical education credentials for non-core instructors. The responsibilities of the Executive Director in Fall 2018 shifted to increase emphasis on professional development. All of Encore's teachers met Goal #1.

Encore continues to closely monitor course offerings and each student's program to ensure they have choices in pursuing further study.

## Actions / Services

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

## Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Retain and hire Highly Qualified Teachers for all core courses as positions become available, maintain clerical support for school operations, administration costs, and substitute teacher/paraprofessional costs.	With mentor teachers for new hires, Encore was able to actively survey and retain its teachers. Encore watched over competitive salary schedules to make sure that hiring remained competitive. Encore also supported hiring from within.	\$2,569,922 from LCFF/General Funding for Certificated Salaries (incl substitutes)	\$2,259,457

## 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.

### GOAL #1

**Encore administration will hire and retain highly qualified, credentialed teachers within the subject area of instruction for all core instruction.**

In the 2018-19 school year, Human Resources and Dean of Academics were trained on how to make sure that Encore can offer specific support for teachers that are in process, especially during a teacher shortage. Encore also watched over competitive salary schedules to make sure that hiring remained competitive, while supporting hiring from within.

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

Very effective

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Non material – normal variances.

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

No Changes

## Goal 2

**Encore will engage a variety of methods to deliver academic content and performance standards as adopted by the state board for all pupils, including English Learners.**

State and/or Local Priorities addressed by this goal:

State Priorities: Priorities 1, 2, 4, 7, and 8

Local Priorities: Same

### Annual Measurable Outcomes

Expected	Actual
All teacher/unit lesson plans will demonstrate implementation of CCSS for all students, including ELs.	Review of teacher unit/lesson plans showed that Goal #2 was met.
A percentage of ELs will become English Proficient.	80.6% of English Learners were Moderately Developed or Well Developed as of the Fall 2018 Dashboard.
A percentage of ELs will be reclassified.	Additional reclassification of ELs is anticipated in the upcoming year.

### Actions / Services

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

## Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Encore will add classroom technology and update classroom resources to reflect the CCSS curriculum.	Work in this area is ongoing.	\$60,000 from LCFF/General Funding for Technology Update	\$41,700

## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Encore will continue with annual professional development that will include lead teachers and Academic Director attending workshops and seminars, then re-teaching to the faculty.	Action completed.	\$20,000 from Title II Funding for Professional Development	\$15,950

## Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Encore will update teacher resources and replace outdated materials at the junior high level.	Teacher resources were updated and outdated materials at the junior high level were replaced.	\$90,000 from Title I Funding (RTI and SST Coaches \$80,000, Summer School \$10,000)	\$52,195

## Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Encore will offer a variety of curriculum-based field trips to differentiate instruction.	Field trips implemented as planned.	\$60,000 from Title I Funding for Curriculum-based Field Trips	\$52,060

## 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.

### GOAL #2

**Encore will engage a variety of methods to deliver academic content and performance standards as adopted by the state board for all pupils, including English Learners.**

In the 2017-18 school year, Encore did a complete audit of all coursework. Plans for the coming year include implementing 1 to 1 technology for all grade levels and redefining the pace for advanced students. Encore implemented extended services for EL and ELA/Math remediation in 2018-19.

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

Very effective. Goal #2 has been met, but it is constantly under refinement.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

No changes



## Goal 3

Encore will offer a wide variety of courses that will make sure that more students are A-G qualified, and to appeal to and include all students, giving each student the tools to apply for college or university, engagement that cultivates inclusion in school activities, and interest that keeps students in school. Encore will add an active college and career center to help students plan for life after high school.

State and/or Local Priorities addressed by this goal:

State Priorities: Priorities 2, 4, 5, 6, and 7

Local Priorities: Same

### Annual Measurable Outcomes

Expected	Actual
Annual end-of-year surveys will provide direction as to which courses to add.	Encore created additional A-G courses as a result of the annual student surveys.
Graduation rates will increase.	As of Fall 2018, the graduation rate for all students was 91.6%.
Dropout rates will decrease.	Dropout rates are projected to drop in 2019-20.

### Actions / Services

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

#### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Encore is using the Cyber High curriculum to help students with credit recovery to make sure that the percentage of students prepared for college entry increases.	In 2018-19 Encore implemented a robust credit recovery program to put students on target for A-G Course acceptance.	\$420,000 from LCFF/General Funding as follows: Classroom Supplies \$150,000	\$552,500

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
		Classroom Incentives \$20,000 Textbooks \$100,000 Resource Materials \$100,000 Classroom Furniture \$50,000	

## 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.

### GOAL #3

**Encore will offer a wide variety of courses that will make sure that more students are A-G qualified, and to appeal to and include all students, giving each student the tools to apply for college or university, engagement that cultivates inclusion in school activities, and interest that keeps students in school. Encore will add an active college and career center to help students plan for life after high school.**

In 2017-18 Encore implemented a robust credit recovery program to put students on target for A-G Course acceptance. In 2018-19 Encore is implementing a faster paced Honors program where students can complete two years in one.

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

Very effective. As reported in the Fall of 2018, Encore scored in the Blue Level for graduation rates (total 96.8%).

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

No changes

## Goal 4

Encore will continue to improve and maintain school facilities to create an improved school climate.

State and/or Local Priorities addressed by this goal:

State Priorities: Priorities 1, 5, and 6

Local Priorities: Same

### Annual Measurable Outcomes

Expected

Encore will complete board-approved facilities projects funded by the private bond, repainting the campus and remodeling classrooms to start a culinary program.

Actual

The HVAC improvements are complete, and energy-efficient lighting was installed as part of an EPA grant.

### Actions / Services

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

#### Action 1

Planned  
Actions/Services

Encore completed board-approved facilities projects funded by the tax-exempt bond that closed in the fall of 2016.

Actual  
Actions/Services

The HVAC improvements are complete, and energy-efficient lighting was installed as part of an EPA grant.

Budgeted  
Expenditures

\$1,767,450 from  
General Funding for  
Facilities Lease  
\$1,287,450 and

Estimated Actual  
Expenditures

\$1,790,500

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
		Facilities Improvements \$200,000.	

## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Encore will continue to repurpose and adapt the current school facilities to include more space and updated accommodations for students.	Encore worked on improving the current facilities by adding shade structures, concrete walkways, and theater upgrades, among other changes.	Included in Action 1 above.	

## 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.

### GOAL #4

#### Encore will continue to improve and maintain school facilities to create an improved school climate.

Work on improving the current facilities continued, and energy-efficient lighting was installed. The remodeling project is ongoing and is estimated to take about three years. Classrooms will continue to be cleaned and updated in the next school year.

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

Very effective. Facilities improvements can be seen and enjoyed by all.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

No changes

## Goal 5

Parents will actively engage in decision-making and will participate in programs.

State and/or Local Priorities addressed by this goal:

State Priorities: Priorities 3, 4, 6, and 8  
Local Priorities: Same

### Annual Measurable Outcomes

Expected	Actual
Encore will receive more completed parent surveys, and the number of parent volunteers will increase.	Encore added a liaison specifically to get parents involved in the Encore community. Efforts are ongoing to increase parents' participation in school activities.

### Actions / Services

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

## Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Encore will continue to use the monthly parent meetings with the Deans to gain input, will encourage increased use of parents to help in classrooms, and will add online chats and quarterly parent trainings to help increase parent engagement and their knowledge about how to prepare their students for college.	Encore continues to work to improve parent engagement, participation, and input. One area of focus is renewed invitations to Board meetings.	\$30,000 from LCFF/General Funding for the following: Marketing Materials \$10,000 Workshops and Assemblies for Parents \$5,000 Parent Communications \$15,000	\$39,000

## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Encore will add a College to Career Administrative Assistant and a CTE Executive Manager to help increase parent knowledge about how to prepare their students for college.	Planned positions created.	\$39,000 from LCFF/General Funding for Administrative Asst \$17,000 and CTE Exec Mgr \$22,000	\$24,500

## Analysis

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

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

### GOAL #5

**Parents will actively engage in decision-making and will participate in programs.**

Encore added a liaison specifically to get parents involved in the Encore community. Administration and staff members continue to work to improve parent engagement, participation, and input. One area of focus is invitations to Board meetings. Encore will continue working towards Parent Council involvement during the 2019-20 school year.

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

Still a work in progress

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

No changes

## Goal 6

**Encore will work to increase student achievement by filling in gaps in fundamental knowledge.**

State and/or Local Priorities addressed by this goal:

State Priorities: Priorities 1, 2, 4, 7, and 8

Local Priorities: Same

## Annual Measurable Outcomes

Expected

Actual

Student achievement will increase.

Fall 2018 Dashboard results show students declined 18.3 points in ELA and 27.6 points in Math. Encore students are in the Orange and Red Levels in these areas, respectively.

## Actions / Services

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

### Action 1

Planned  
Actions/Services

Actual  
Actions/Services

Budgeted  
Expenditures

Estimated Actual  
Expenditures

Encore will incorporate a summer school to help students recover academically.

Summer school offered as planned.

\$10,000 from Title I  
Funding for Summer  
School

\$9,000

### Action 2

Planned  
Actions/Services

Actual  
Actions/Services

Budgeted  
Expenditures

Estimated Actual  
Expenditures

In the skills classes for Grades 7, 8, and 9, Fridays will become state testing practice to help students better prepare for annual testing.

Instituted as planned.

\$130,000 from  
LCFF/General Funding  
(\$50,000) and Title I  
Funding (\$80,000) as  
follows: Consultant  
Fees (CALPADS)  
\$35,000 Data Collection  
Platform (Aeries)  
\$15,000 Class Supplies  
\$20,000 Special  
Programs \$10,000

\$123,500



### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Students will take the PSAT Test to prepare for test taking.	Carried out as planned.	Included in Action 2 above.	

### Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Implementation of short math and grammar tests and games to reinforce fundamentals. (Title I) Response to Intervention Coaches to aid struggling low-income students with low SES (Title I).	Instituted as planned.	No additional amount	

### Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Retraining the EL/RTI Coordinators to help monitor progress, modifications, and tutor English Learners. Implementation of student resource areas with access to computers and Internet to help increase literacy.	Instituted as planned.	No additional amount	

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Increase training for all school counselors to implement better foundations for support for foster and homeless youth.	Instituted as planned.	No additional amount	

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Addition of training for full-time EL/RTI Coordinator to help monitor progress, modifications, and to offer support to redesignated fluent English Proficient students and staff.	Instituted as planned.	No additional amount	

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.

GOAL #6

Encore will work to increase student achievement by filling in gaps in fundamental knowledge.

Encore instituted procedures to help students become better test takers, provided additional training for counselors and coordinators, implemented student resource areas, and established a summer school, all in an effort to increase student achievement. In addition, Encore has added math remediation in all 7<sup>th</sup> and 8<sup>th</sup> grade skills classes, and has additionally designated an employee for remediation classes.

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

Encore's students scored in the Orange Level for English Language Arts and the Red Level for Mathematics for the 2018-19 school year. This is not the effective progress that was planned for and anticipated.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

No changes

# Stakeholder Engagement

LCAP Year: **2019-20**

## Involvement Process for LCAP and Annual Update

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

Stakeholders have been engaged and involved in developing, reviewing, and supporting implementation of the LCAP by attending regularly scheduled after-school meetings, parent survey meetings, responding to surveys sent via email in weekly parent and staff communication, and collaboration meetings with staff within a department. Definitions of both LCFF (Local Control Funding Formula) and LCAP (Local Control Accountability Plan) were explained in both formal and informal meetings where constant input is encouraged by all stakeholders.

- The Dean of Academics met with teachers on a weekly basis all school year to go through wants and needs of the faculty.
- The Activities Director held meetings on a monthly basis with a student council to go through wants and needs of the student body.
- The Dean of Students sends out emails and all calls to help keep informed on the wants and needs of the parent community.
- The Encore School Board meets monthly to go through wants and needs of the organization.
- The CEO sent out monthly emails to parents calling for input.
- Encore sent out an annual survey to all stakeholders to find out where needs were.
- The CEO had informal meetings with students to discuss wants and needs.
- The CEO and COO had informal meeting with faculty and staff to discuss wants and needs within the organization.
- The CEO and COO met regularly with the administrative and management team to help implement improvements and needs and also discuss wants and needs within the organization.

## Impact on LCAP and Annual Update

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

During the meetings with stakeholders, staff of Encore went over the importance of meeting the identified eight state goals and requested open discussion on how to improve programs, collecting ideas on how to direct funding to increase the quality of the academic programs at Encore.

As a result of formal and informal meetings with stakeholders, indications are that the following areas rate a high level of importance to allocate resources for continued improvement within Encore's programs.

- Instructional materials and programs to promote the building of fundamental math skills (GOAL #6)
- Instructional materials and programs to promote the continuation of fundamental language arts skills (GOAL #6)
- Study skills courses (GOAL #6)
- Acquire instructor based technology for the classroom (GOAL #2)
- Implement programs to help parents learn about how to send their students to college (GOAL #5)
- Hire, retain, and develop quality staff members (GOAL #1)
- Improvement of arts based curriculum (GOAL #3)
- Expansion and improvement of campus facilities (GOAL #4)
- Expand student services for struggling students, including English Learners (GOAL #2)
- Update instructional materials for academic curriculum (GOAL #2)

# Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

## Goal 1

**Encore administration will hire and retain highly qualified, credentialed teachers within the subject area of instruction for all core instruction.**

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

State Priorities: Priorities 1, 7, and 8

Local Priorities: Same

### Identified Need:

Encore administration files need to demonstrate that 100% of the teachers meet state requirements for credentialing and/or licenses/authorizations.

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage rate that teachers are assigned and credentialed appropriately for students they teach	100% of teachers will be assigned and credentialed appropriately for students they teach.	Teachers hired for core curriculum must possess an interim eligible credential minimum in the appropriate course of study. Teachers will have to follow state guidelines to clear credential. 100% of	Teachers hired for core curriculum must possess an interim eligible credential minimum in the appropriate course of study. Teachers will have to follow state guidelines to clear credential. 100% of	Teachers hired for core curriculum must possess an interim eligible credential minimum in the appropriate course of study. Teachers will have to follow state guidelines to clear credential. 100% of core

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		core teachers will possess appropriate credential.	core teachers will possess appropriate credential.	teachers will possess appropriate credential.
Percentage rate that students have access to and are enrolled in all required areas of study	100% of students will have access and will be enrolled in all required areas of study.	Encore will take all necessary measures to ensure that students have access to and are enrolled in all required areas of study each year.	Encore will take all necessary measures to ensure that students have access to and are enrolled in all required areas of study each year.	Encore will take all necessary measures to ensure that students have access to and are enrolled in all required areas of study each year.

## Planned Actions / Services

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

### Action 1

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

#### Students to be Served:

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

All

#### Location(s):

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

Encore Jr/Sr High School

OR

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

#### Students to be Served:

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

#### Scope of Services:

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

#### Location(s):

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

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Retain and hire highly qualified teachers for all core courses as positions become available, maintain clerical support for school operations, administration costs, and substitute teacher/paraprofessional costs.

2018-19 Actions/Services

Retain and hire highly qualified teachers for all core courses as positions become available, maintain clerical support for school operations, administration costs, and substitute teacher/paraprofessional costs.

2019-20 Actions/Services

Retain and hire highly qualified teachers for all core courses as positions become available, maintain clerical support for school operations, administration costs, and substitute teacher/paraprofessional costs.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$2,717,462	\$3,050,865	\$3,312,294
Source	LCFF/General Funding	LCFF/General Funding	LCFF/General Funding
Budget Reference	Certificated Salaries (Obj 1100)	Certificated Salaries (Obj 1100)	Certificated Salaries (Obj 1100)



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

Unchanged Goal

## Goal 2

Encore will engage a variety of methods to deliver academic content and performance standards as adopted by the state board for all pupils, including English Learners.

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

State Priorities: Priorities 1, 2, 4, 7, and 8

Local Priorities: Same

### Identified Need:

Implementation of academic content and performance standards, including English Learners

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Teacher unit/lesson plans as documentation of implementation of CCSS for all students, including ELs	Review of teacher unit/lesson plans showed that Goal #2 was met in 2016-17.	All teacher/unit lesson plans will demonstrate implementation of CCSS for all students, including ELs.	All teacher/unit lesson plans will demonstrate implementation of CCSS for all students, including ELs.	All teacher/unit lesson plans will demonstrate implementation of CCSS for all students, including ELs.
Percentage rate of ELs that become English Proficient	124 students (11.4%) were English Proficient in 2016-17.	A percentage of ELs will become English Proficient.	A percentage of ELs will become English Proficient.	A percentage of ELs will become English Proficient.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
EL Reclassification Rate, CST data, benchmarks, and other indicators of student and state performance measures when available	13 students (18.8%) in 2016-17 were reclassified.	A percentage of ELs will be reclassified	A percentage of ELs will be reclassified	A percentage of ELs will be reclassified

## Planned Actions / Services

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

### Action 1

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

#### Students to be Served:

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

All

#### Location(s):

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

Encore Jr/Sr High School

OR

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

#### Students to be Served:

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

#### Scope of Services:

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

#### Location(s):

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

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Encore will continue with annual professional development that will include lead teachers and Academic Director attending workshops and seminars, then reteaching to the faculty.

2018-19 Actions/Services

Encore will continue with annual professional development that will include lead teachers and Academic Director attending workshops and seminars, then reteaching to the faculty.

2019-20 Actions/Services

Encore will continue with annual professional development that will include lead teachers and Academic Director attending workshops and seminars, then reteaching to the faculty.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$60,000	\$60,000	\$60,000
Source	LCFF/General Funding	LCFF/General Funding	LCFF/General Funding
Budget Reference	Technology Update (Obj 4400/9440)	Technology Update (Obj 4400/9440)	Technology Update (Obj 4400/9440)

## Action 2

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

### Students to be Served:

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

All

### Location(s):

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

Encore Jr/Sr High School

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

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

New

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

Unchanged

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

Unchanged

**2017-18 Actions/Services**

Encore will update teacher resources and replace outdated materials at the junior high level.

**2018-19 Actions/Services**

Encore will update teacher resources and replace outdated materials at the junior high level.

**2019-20 Actions/Services**

Encore will update teacher resources and replace outdated materials at the junior high level.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$20,000	\$20,000	\$20,000
Source	Title II Funding, LCFF Supp/Conc.	Title II Funding, LCFF Supp/Conc.	Title II Funding, LCFF Supp/Conc.
Budget Reference	Resource 0060/4035, Obj 1100/5200	Resource 0060/4035, Obj 1100/5200	Resource 0060/4035, Obj 1100/5200

## Action 3

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

**Students to be Served:**

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

All

**Location(s):**

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

Encore Jr/Sr High School

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

### Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

**2017-18 Actions/Services**

Encore will offer a variety of curriculum-based field trips to differentiate instruction.

**2018-19 Actions/Services**

Encore will offer a variety of curriculum-based field trips to differentiate instruction.

**2019-20 Actions/Services**

Encore will offer a variety of curriculum-based field trips to differentiate instruction.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$90,000	\$90,000	\$90,000
Source	Title I Funding	Title I Funding	Title I Funding
Budget Reference	RTI and SST Coaches \$80,000 Summer School \$10,000 (Resource 3010, Obj 1100/2100)	RTI and SST Coaches \$80,000 Summer School \$10,000 (Resource 3010, Obj 1100/2100)	RTI and SST Coaches \$80,000 Summer School \$10,000 (Resource 3010, Obj 1100/2100)

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

Unchanged Goal

## Goal 3

Encore will offer a wide variety of courses that will make sure that more students are A-G qualified, and to appeal to and include all students, giving each student the tools to apply for college or university, engagement that cultivates inclusion in school activities, and interest that keeps students in school. Encore will add an active college and career center to help students plan for life after high school.

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

State Priorities: Priorities 2, 4, 5, 6, and 7

Local Priorities: Same

### Identified Need:

Encore must offer a wide variety of courses that align with A-G requirements for consideration of university enrollment, including a balance of core academics and a variety of non-core arts courses, based on student interest.

## Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Student courses are designed based on annual surveys given during the last semester of each school year. Percentage of students qualifying to enter university will be used.	Encore created additional A-G courses as a result of the annual student surveys. As of Spring 2017, 28 students of the 2013-14 cohort of 113 students were Prepared, and 25 students were Approaching Prepared.	Annual end-of-year surveys will provide direction as to which courses to add.	Annual end-of-year surveys will provide direction as to which courses to add.	Annual end-of-year surveys will provide direction as to which courses to add.
Graduation Rates	As of Spring 2017, the graduation rate for all students increased by 4.7%, and the graduation rate for Hispanic students increased significantly, by 6.4%.	Graduation rates will increase.	Graduation rates will increase.	Graduation rates will increase.
Dropout Rates	The 2015-16 dropout rate for Grades 9 to 12 was 0.5%.	Dropout rates will decrease.	Dropout rates will decrease.	Dropout rates will decrease.

## Planned Actions / Services

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

## Action 1

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

**Students to be Served:**

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

All

**Location(s):**

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

Encore Jr/Sr High School

OR

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

**Students to be Served:**

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

English Learners, Foster Youth, and Low Income

**Scope of Services:**

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

LEA-wide

**Location(s):**

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

All Schools

### Actions/Services

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

Modified

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

Unchanged

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

Unchanged

#### 2017-18 Actions/Services

Encore is using the Cyber High curriculum to help students with credit recovery to make sure that the percentage of students prepared for college entry increases.

#### 2018-19 Actions/Services

Encore is using the Cyber High curriculum to help students with credit recovery to make sure that the percentage of students prepared for college entry increases.

#### 2019-20 Actions/Services

Encore is using the Cyber High curriculum to help students with credit recovery to make sure that the percentage of students prepared for college entry increases.



## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$390,000	\$475,000	\$475,000
Source	LCFF/General Funding	LCFF/General Funding	LCFF/General Funding
Budget Reference	Classroom Supplies \$150,000 (Obj 4300) Classroom Incentives \$20,000 (Obj 4300) Textbooks \$100,000 (Obj 4100) Resource Materials \$75,000 (Obj 4300) Classroom Furniture \$45,000 (Obj 4400)	Classroom Supplies \$150,000 (Obj 4300) Classroom Incentives \$50,000 (Obj 4300) Textbooks \$100,000 (Obj 4100) Resource Materials \$75,000 (Obj 4300) Classroom Furniture \$100,000 (Obj 4400)	Classroom Supplies \$150,000 (Obj 4300) Classroom Incentives \$50,000 (Obj 4300) Textbooks \$100,000 (Obj 4100) Resource Materials \$75,000 (Obj 4300) Classroom Furniture \$100,000 (Obj 4400)

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

Unchanged Goal

## Goal 4

Encore will continue to improve and maintain school facilities to create an improved school climate.

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

State Priorities: Priorities 1, 5, and 6

Local Priorities: Same

### Identified Need:

Adapt the current school facilities to include more space and updated accommodations for students.

## Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Completion of purchase and redevelopment of a permanent campus by the time the leases expire.	Encore will continue to work with the City of Riverside to make sure that the temporary facilities are up to city standards.	Encore will work to remodel permanent campus.	Encore will move into permanent campus as each lease expires.	Encore will move into permanent campus as each lease expires.

## Planned Actions / Services

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

### Action 1

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

#### Students to be Served:

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

All

#### Location(s):

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

Encore Jr/Sr High School

OR

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

#### Students to be Served:

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

#### Scope of Services:

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

#### Location(s):

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

### Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Encore will continue to make sure that temporary facilities can appropriately accommodate students as the purchase of a permanent campus continues.

2018-19 Actions/Services

Encore will continue to make sure that temporary facilities can appropriately accommodate students as the purchase of a permanent campus continues.

2019-20 Actions/Services

Encore will move into and improve its permanent facility.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,500,116	\$1,723,006	\$1,723,006
Source	General Funding	General Funding	General Funding
Budget Reference	Facilities Rent \$1,120,116 (Obj 5610) Facilities Imprv. \$100,000 (Obj 9430) Facilities Maint. \$65,000 (Obj 5630) Utilities \$215,000 (Obj 5500)	Facilities Rent \$1,343,006 (Obj 5610) Facilities Imprv. \$100,000 (Obj 9430) Facilities Maint. \$65,000 (Obj 5630) Utilities \$215,000 (Obj 5500)	Facilities Rent \$1,343,006 (Obj 5610) Facilities Imprv. \$100,000 (Obj 9430) Facilities Maint. \$65,000 (Obj 5630) Utilities \$215,000 (Obj 5500)

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

Unchanged Goal

## Goal 5

Parents will actively engage in decision-making and will participate in programs.

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

State Priorities: Priorities 3, 4, 6, and 8

Local Priorities: Same

### Identified Need:

Improvement in parent engagement, participation, and input.

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Response to surveys, number of parents who volunteer time to school programs.	Engaging parents in school activities is still a work in progress.	Encore will receive more completed parent surveys, and the number of parent volunteers will increase.	Encore will receive more completed parent surveys, and the number of parent volunteers will increase.	Encore will receive more completed parent surveys, and the number of parent volunteers will increase.

## Planned Actions / Services

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

### Action 1

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

**Students to be Served:**

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

All

**Location(s):**

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

Encore Jr/Sr High School

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

### Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

**2017-18 Actions/Services**

Encore will continue to use the monthly parent meetings with the Deans to gain input, will encourage increased use of parents to help in classrooms, and will add online chats and quarterly parent trainings to help increase parent engagement and their knowledge about how to prepare their students for college.

**2018-19 Actions/Services**

Encore will continue to use the monthly parent meetings with the Deans to gain input, will encourage increased use of parents to help in classrooms, and will add online chats and quarterly parent trainings to help increase parent engagement and their knowledge about how to prepare their students for college.

**2019-20 Actions/Services**

Encore will continue to use the monthly parent meetings with the Deans to gain input, will encourage increased use of parents to help in classrooms, and will add online chats and quarterly parent trainings to help increase parent engagement and their knowledge about how to prepare their students for college.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$35,000	\$35,000	\$35,000
Source	LCFF/General Funding	LCFF/General Funding	LCFF/General Funding
Budget Reference	Marketing Materials \$15,000 (Obj 4300) Workshops and Assemblies for Parents \$5,000 (Obj 5200) Parent Communications \$15,000 (Obj 4300)	Marketing Materials \$15,000 (Obj 4300) Workshops and Assemblies for Parents \$5,000 (Obj 5200) Parent Communications \$15,000 (Obj 4300)	Marketing Materials \$15,000 (Obj 4300) Workshops and Assemblies for Parents \$5,000 (Obj 5200) Parent Communications \$15,000 (Obj 4300)

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

Unchanged Goal

## Goal 6

Encore will work to increase student achievement by filling in gaps in fundamental knowledge.

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

State Priorities: Priorities 1, 2, 4, 7, and 8

Local Priorities: Same

### Identified Need:

To exit Program Improvement

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Encore will use California test measures and the Dashboard to measure progress toward this goal.	In the Spring of 2017, Encore students scored in the Yellow Level in English Language Arts and Mathematics.	Student achievement will increase.	Student achievement will increase.	Student achievement will increase.

## Planned Actions / Services

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

## Action 1

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

**Students to be Served:**

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

**Location(s):**

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

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

English Learners, Foster Youth, and Low Income

LEA-Wide

All Schools

### Actions/Services

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

New

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Encore will incorporate a summer school to help students recover academically.

2018-19 Actions/Services

Encore will incorporate a summer school to help students recover academically.

2019-20 Actions/Services

Encore will incorporate a summer school to help students recover academically.

### Budgeted Expenditures



Year	2017-18	2018-19	2019-20
Amount	\$10,000	\$10,000	\$10,000
Source	Title I Funding	Title I Funding	Title I Funding
Budget Reference	Summer School (Res 3010, Obj 1100)	Summer School (Res 3010, Obj 1100)	Summer School (Res 3010, Obj 1100)

## Action 2

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

### Students to be Served:

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

### Location(s):

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

--	--

OR

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

### Students to be Served:

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

### Scope of Services:

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

### Location(s):

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

English Learners, Foster Youth, and Low Income	LEA-Wide	All Schools
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## Actions/Services

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

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

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

New	Unchanged	Unchanged
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**2017-18 Actions/Services**

In the skills classes for Grades 7, 8, and 9, Fridays will become state testing practice to help students better prepare for annual testing.

**2018-19 Actions/Services**

In the skills classes for Grades 7, 8, and 9, Fridays will become state testing practice to help students better prepare for annual testing.

**2019-20 Actions/Services**

In the skills classes for Grades 7, 8, and 9, Fridays will become state testing practice to help students better prepare for annual testing.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$130,000	\$130,000	\$130,000
Source	LCFF/General Funding \$50,000 Title I Funding \$80,000	LCFF/General Funding \$50,000 Title I Funding \$80,000	LCFF/General Funding \$50,000 Title I Funding \$80,000
Budget Reference	CALPADS Consult. \$35,000 (Obj. 5800) Data SIS (Aeries) \$15,000 (Obj 5800) Class Supplies \$20,000 (Obj 4300) Special Programs \$10,000 (Obj 5800)	CALPADS Consult. \$35,000 (Obj. 5800) Data SIS (Aeries) \$15,000 (Obj 5800) Class Supplies \$20,000 (Obj 4300) Special Programs \$10,000 (Obj 5800)	CALPADS Consult. \$35,000 (Obj. 5800) Data SIS (Aeries) \$15,000 (Obj 5800) Class Supplies \$20,000 (Obj 4300) Special Programs \$10,000 (Obj 5800)

**Action 3**

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

**Students to be Served:**

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

All

**Location(s):**

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

Encore Jr/Sr High School

OR

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Scope of Services:**

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

[Add Scope of Services selection here]

**Location(s):**

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

[Add Location(s) selection here]

**Actions/Services**

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

New

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

Unchanged

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

Unchanged

**2017-18 Actions/Services**

Students will take the PSAT Test to prepare for test taking.

**2018-19 Actions/Services**

Students will take the PSAT Test to prepare for test taking.

**2019-20 Actions/Services**

Students will take the PSAT Test to prepare for test taking.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	Included in Budgeted Expenditures for Action 2 above.	Included in Budgeted Expenditures for Action 2 above.	Included in Budgeted Expenditures for Action 2 above.
Source			
Budget Reference			

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$ 1,293,567

15.33 %

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).

In the LCAP year 2019/20, the LEA will be focusing on reinforcing fundamentals in math and grammar. After testing students schoolwide, it is clear that simple testing and reinforcement of fundamentals (addition, subtraction, multiplication, division, spelling, and vocabulary) are necessary to help our students improve in the areas of critical thinking. Funds will be used to contests, games, field trips, and rewards for students working to fill in gaps of fundamental learning. To help students prepare for testing, practice state tests will be given on Fridays in all skills classes. Additional funding will be spent on pupil support by way of mentor coaches and an EL coordinator to help improve achievement of pupils within low income, foster youth, and English Learner designations.

The total spending on these increased services is \$1,293,567, and is the most effective use of funds for our unduplicated pupils in the state priority areas. The total Minimum Proportionality Percentage (MPP) in 2019-20 is 15.33%. In the LCAP year 2019/20, the LEA will be concentrating on improving programs and services for low income pupils, foster youth, and English Learners. Within the MPP constraints, the LEA will be working to make at least a 15.33% increase specifically in support services and materials supplied to students with low income, foster youth, and English Learners designations. This means that the LEA will work to place all foster youth and English learners with a coordinator or coach. Struggling low income students will be offered a variety of programs including daytime tutoring (study hall), and in some cases a response to intervention coach.

# Addendum

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

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

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

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

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