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

Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

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

LCFF Evaluation Rubrics [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: 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	El Camino Real Charter High School		
Contact Name and Title	Lisa Ring, Assistant Principal	Email and Phone	l.ring@ecrchs.net 818 888-7050

2017-20 Plan Summary

THE STORY

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

El Camino Real Charter High School (ECRCHS) serves 3,800 students in grades 9-12. ECRCHS is located in the Woodland Hills section of the San Fernando Valley within the City of Los Angeles. ECRCHS serves all students who wish to attend who reside in the former attendance boundaries of the school. In the 2016-2017 school year, 42.79% of students entered ECRCHS through the lottery, and these students reside in 64 different zip codes. ECRCHS offers a comprehensive high school education with a range of levels, including special education, College Preparatory (CP), Academic Enrichment (AE), honors, and Advanced Placement (AP) courses. We boast a diverse student body with the following racial breakdown: 42.04% White; 28.01% Hispanic/Latino; 13.57% Asian/Filipino/Pacific Islander; 5.97% African American; 9.90% Two or More Races; and 0.39% Native American (source: Aeries June 8, 2017). Special Education students have access to special day class (SDC) and resource teachers. Additionally, we offer two small learning communities (SLCs), Humanitas and Advancement Via Individual Determination (AVID). ECRCHS offers more than 25 AP courses, as well as the aforementioned CP, AE, and honors level classes. The school also offers a range of visual and performing arts options, technical arts (including graphic design and woodshop), two academies (Art and Design Academy and Careers in Entertainment Academy), and fields 21 Varsity sports teams.

LCAP HIGHLIGHTS

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

The goals and actions included in the LCAP are a direct result of needs assessment throughout the WASC Self-Study.

Needs assessment findings categorized under the four goals from our WASC Action Plan:

- Develop and implement data-driven and current educational research instruction for all students;
- Solidify a clear school-wide identity in terms of College and Career Readiness;
- Ensure that all students, especially the underperforming subgroups, receive personalized support to succeed and;
- Build community, organizations and parents' capacity as partners in supporting and monitoring their student's educational progress.

Corresponding actions were developed in response to direct stakeholder input regarding the four goals or areas of need.

1) Training and professional development on research-based instructional strategies and teaching methods;
2) Implementing key instructional shifts in CCSS/NGSS that prioritize student skills/competencies rather than content knowledge as the guiding principle of instruction;
3) Building the capacity of school staff to understand, interpret, and use data to guide and modify instructional decisions;
4) Creating stronger linkages between student learning and real-world relevance (including career planning);
5) Improving 9th grade transition and increased counselor support around college and career earlier in a student's tenure;
6) Expanding intervention services (in-school and out-of-school) and;
7) Increasing home-to-school communication and parent input into school decision-making.

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	• Steady annual growth working with subgroups to close the achievement gap. • Addition of comprehensive alternative education program working with ECRCHS' most at-risk student populations to recover credits. • Professional development committee implemented meaningful training led by teachers to help their colleagues integrate the Common Core State Standards (CCSS) into daily lesson plans.

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

- Systematic method that the teachers and administration can use in order to train teachers and administration, to ensure that everyone stays on the same page.
- Building the capacity of school staff to understand, interpret, and use data to guide and modify instruction.

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

- One of the major challenges ECRCHS faces is the bifurcation in faculty understanding of current research based pedagogy. Some have the training and confidence to integrate CCSS, but others lack a uniform knowledge base and comfort level with the teaching techniques that research shows improve student learning.

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.

Redesign Intervention Coordinator position to:

1) Work collaboratively with EL Coordinator and EL Coach, the Homeless and Foster Youth coordinator and other student support staff to oversee, evaluate and coordinate the creation of an Response To Intervention (RTI) program focusing on academic skills intervention for struggling students.

2) Develop a Language Appraisal Team (LAT) charged with the responsibility of monitoring and supporting the progress of all English Learners. The LAT team will:
   - Ensure appropriate instruction, support, and intervention strategies are provided for all EL and LTEL students;
   - Monitor and ensure all RFEP students continue to make progress and achieve academic proficiency;
   - Monitor EL progress to ensure they meet minimum progress and;
   - Implementation of Ellevation web-based SIS program designed to support staff in student data analysis, EL reports, teacher collaboration and classroom instruction.

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	$ 27,724,592
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	$ 2,066,045

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.

We believe the LCAP was designed to address each of the needs identified above. The bulk of this work reflected below will take the shape of training and implementation of processes to ensure a systematic approach to communication, education, and accountability.

$ 31,956,215	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	**Ensure implementation of academic content standards for all core subjects as they are adopted**

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
1. Increase the percentage of grade 11 students scoring "Exceeded" and "Met" standard in ELA on SBAC to 62% in 2017.	1. Scores are not available yet.
2. Increase the percentage of grade 11 students scoring "Exceeded" and "Met" standard in Math on SBAC to 40% in 2017.	2. Scores are not available yet.
3. Increase the school-wide four-year cohort graduation rate to 94.5% in 2016-17.	3. Scores are not available yet.
4. Decrease the four-year cohort dropout rate to 2.7% in 2016-17.	4. Scores are not available yet.
5. Of the parents returning the annual survey, 76% will agree or strongly agree that, "The school provides high quality instruction to my child in 2016-17"	5. This question was omitted from the shortened survey sent out to all families through their English classes in May 2017. Of the respondents who completed the full survey (available as a link on the version sent home), 71.24% agreed or strongly agreed with this statement.

ACTIONS / SERVICES

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

Action **1**

	PLANNED	ACTUAL
Actions/Services	Provide training and collaboration time to ensure common faculty understandings about the key instructional shifts tied to CCSS and/or NGSS.	Teachers were allotted time during pupil free days, department meetings and opportunities to work in the summer for PD pay.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	$9,000 (20%k sup. 1800)	$4,014.91

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 **2**

	PLANNED	ACTUAL
Actions/Services	Develop CCSS-aligned curricular maps by course in English/Language Arts and Mathematics establishing common scope and sequence, priority standards, and common formative assessments by the end of the 2016-17 school year.	Still a work in progress. Newly hired AP has the responsibility to ensure this task is completed in a timely manner.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	$2,750 (20% sup. 550)	$1,406.48

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 **3**

Actions/Services	PLANNED Provide EL coaching to core academic teachers on helping EL students access CCSS and ELD standards.	ACTUAL Met this action step by providing an EL Coach to assist with daily lessons (as well as Farsi and Spanish language tutors). All teachers had access to this intervention. Approximately 30% of the faculty took advantage of this targeted intervention.
Expenditures	BUDGETED $24,000	ESTIMATED ACTUAL $32,281.48

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 **4**

Actions/Services	PLANNED Provide training on analyzing and using both summative (e.g., SBAC) and formative assessment data, including assessment resources and tools.	ACTUAL Work in progress. Data was given to departments for discussion; Data committee was formed, more training along with assessment resources and tools. This year we hired teachers to serve as instructional coaches in order to train colleagues with the intent to focus on formative and summative assessments (e.g. SBAC).
Expenditures	BUDGETED $17,500 (20% sup. 3,500)	ESTIMATED ACTUAL $25,529.72

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 **5**

Actions/Services	PLANNED Encourage bi-annual faculty participation in subject/content area/instructional strategy conferences where participants must document and share (report back) on what was learned.	ACTUAL Work in progress. AVID, CTE, Independent Study and math teachers went to conferences and brought back the resources to each department. More encouragement is needed to increase the numbers of participants.
Expenditures	BUDGETED 0 (Done in PD, covered through Ed. Eff. Grant)	ESTIMATED ACTUAL $2000 for 5 AVID teachers, $1100 for 2 Independent Study teachers.

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 **6**

Actions/Services	PLANNED Maintain 95% faculty meeting highly-qualified definition i.e. credentialed in their subject).	ACTUAL All certificated teachers meet the highly-qualified definition.
Expenditures	BUDGETED 0	ESTIMATED ACTUAL 0

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 7

Actions/Services	PLANNED Maintain school facilities to promote optimal learning environment.	ACTUAL Met.
Expenditures	BUDGETED $200,000 (20% sup. 40,000)	ESTIMATED ACTUAL $ 213,690.27

ANALYSIS Goal 1

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.	A new assistant principal in charge of instruction and curriculum was hired in January to replace the prior assistant principal who retired; this position was vacant since July of 2016. This has brought support and focus to the curricular map initiative, as well instructional shifts. However, several of the actions/services have not been fully implemented as there are challenges in the aforementioned "performance gaps" section. Time, which was the first action/service "Provide training and collaboration time to ensure common faculty understandings about the key instructional shifts tied to CCSS and/or NGSS," has been a major challenge. Discussions are progressing for the 2017-18 school year.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	In-house professional development, tied to a number of the actions/services, has been effective as measured by feedback. The long-term impact will be hard to determine. Ideally, the goal is to improve student performance, but so many factors and variables play a role that isolating and identifying single measures and "proving" their efficacy remains borderline impossible. Crunching the data is slowly becoming more ingrained in the culture. As we roll out NWEA's MAP testing for 2017-18, we will be able to better demonstrate growth amongst students as compared to norms and expected levels. For the EL coach, defining the position and receiving regular updates on progress and needs will be essential to ensure effectiveness of this particular action/service moving forward.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	There are no material changes between 2016/17 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.	This goal shifted significantly as a result of the six year WASC accreditation. Our visiting team, as well as the self-study, identified the need to employ data to drive decision making, both instructionally and on a school wide level. While the expected outcomes remain largely the same (increase performance on SBAC scores and cohort graduation rate with a decrease in the cohort dropout rate), the actions and services have evolved. Most have been retained, with minor changes, but several new ones aim to align grading practices, to help collect data to demonstrate student growth (and inform instruction), to focus on research based instructional practices and to create professional learning communities, or similar groupings.

Goal 2	Solidify a clear school-wide identity in terms of College & Career Readiness

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
1. Increase school-wide UC/CSU eligibility rate (i.e., A-G completion) to 45% in 2016-17.	1. Scores are not available yet.
2. Increase the % of students deemed “college ready” on the Early Assessment Program (EAP) based on Grade 11 SBAC in ELA to 28% in 2016-17.	2. Scores are not available yet.
3. Increase the % of students deemed “college ready” on the EAP based on Grade 11 SBAC in Math to 16% in 2016-17. Increase the % of students enrolled in at least one AP course to 24% in 2016-17.	3. Scores are not available yet.
4. Increase the % AP exams passed with a score of 3 or higher to 72% in 2016-17.	4. Scores are not available yet.
5. Increase the % of students earning “C” or better in regular, non-honors ELA to 79% in 2016-17.	5. Scores are not available yet.
6. Increase the % of students earning “C” or better in regular, non-honors Math to 58% in 2016-17.	6. Scores are not available yet.
7. Increase the % of students earning “C” or better in regular, non-honors Science to 70% in 2016-17.	7. Scores are not available yet.
8. Increase the % of students earning “C” or better in regular, non-honors History/Social Studies to 81% in 2016-17.	8. Scores are not available yet.
9. Increase the % of seniors enrolled in higher level Math (i.e., above Algebra II) to 32% in 2016-17.	9. Met. 360 out of 975 seniors (36.92%)

ACTIONS / SERVICES

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

Action **1**

	PLANNED	ACTUAL
Actions/Services	Provide professional development to faculty on specific behaviors and actions that will be used to reinforce and embody a "college-going culture" and/or "career exploration."	Work in progress. Each faculty meeting included a college minute. The college counselor would explain or enlighten the faculty with information that will be used to reinforce and embody a "college-going culture." Also, through the Self-Study process, there were many discussions around the topic of College readiness vs A-G and how to increase the CTE career opportunities. One outcome has been to implement the Roads to Your Future presentations again. This started in March of this year.
	BUDGETED	**ESTIMATED ACTUAL**
Expenditures	0 (Done in PD, covered through Ed. Eff. Grant)	0

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 **2**

	PLANNED	ACTUAL
Actions/Services	Reinvigorate implementation of AVID program: • Increase AVID tutorial component: • Provide required professional development for AVID site team.	Completed: AVID Tutorial is a strong component with 6 college tutors coming two times a week in each AVID elective class. 2017-18 tutors have been signed up to start right away. 5 site team members went to Summer Institute and implemented literacy strategies all year. Outreach to families and newsletters have been reinstated.
	BUDGETED	**ESTIMATED ACTUAL**
Expenditures	0	$36,126.80

ACTIONS / SERVICES

Action 3

	PLANNED	ACTUAL
Actions/Services	Implement PSAT exams for grades 9^{th} -11^{th} school wide.	Met, PSAT was offered school wide to 9-11^{th} grades with a schedule to accommodate the test during school.
	BUDGETED	**ESTIMATED ACTUAL**
Expenditures	$20,000 (20% sup. 4,000)	$39,324

ANALYSIS   Goal 2

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.	Three actions/services were identified in the 2016-17 LCAP. The upcoming year contains many more targeted actions/services. Last year included a focus on the AVID program, which has the stated goal of college readiness. A different teacher was brought into the program, which helped infuse some new energy. For more systemic change, the assistant principal now in charge (who was a former AVID coordinator) is planning to open the coordinator role for interested applicants. Every freshman, sophomore, and junior had the opportunity to take the PSAT, which helped populate the AP potential list, identifying potential AP students via the College Board's "AP Potential" list. The 2017-18 school year has a more well-defined set of actions/services that should push this process forward. Additionally, the College Readiness Block Grant has provided funding for a few programs that should impact college readiness. Since this Grant just started, several metrics will be used to determine its effectiveness on an ongoing basis.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Since year-end data (including the SBAC scores) is not available as of yet, it is difficult to determine the effectiveness of these programs. Many of the metrics are year-end, but interim data can provide some indication of progress. One of the challenges faced is improving UC/CSU eligibility (A-G) completion. This tends to be a summative (end of 4 years) measure. ECRCHS is working to identify systematic ways to determine if a student is on pace at the end of each year, instead of 12th graders finding out that they have or have not completed the requirements. Additionally, since SBAC results are received during the summer, reporting the results before the end of the school year is an exceedingly difficult proposition. Regardless of these challenges, leadership needs to provide a clear, consistent directive and communication to the faculty and staff in order to ensure proper implementation so that the effectiveness of the actions/services can be properly evaluated.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	There are no material changes between 2016/17 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.	The goal was not changed for the 2017-2020 LCAP. Expected annual outcomes remain the same, though there appears to be a major drop off in the UC/CSU eligibility (A-G completion) rate to a low of 31%. All data appears to have been entered correctly, though there was a large increase in the number of overall students (from 897 in 2014-15 to 1043 in 2015-16). Increase school-wide UC/CSU eligibility rate (i.e., A-G completion) to 49% in 2017-18. Increase the % of students deemed "college ready" on the Early Assessment Program (EAP) based on Grade 11 SBAC in ELA to 30% in 2017-18. Increase the % of students deemed "college ready" on the EAP based on Grade 11 SBAC in Math to 18% in 2017-18.

	Increase the % of students enrolled in at least one AP course to 26% in 2017-18. Increase the % AP exams passed with a score of 3 or higher to 73% in 2017-18. Increase the % of students earning "C" or better in regular, non-honors ELA to 79% in 2017-18. Increase the % of students earning "C" or better in regular, non-honors Math to 61% in 2017-18. Increase the % of students earning "C" or better in regular, non-honors Science to 72% in 2017-18. Increase the % of students earning "C" or better in regular, non-honors History/Social Studies to 82% in 2017-18. Increase the % of seniors enrolled in higher level Math (i.e., above Algebra II) to 33% in 2017-18. Of the parents returning the annual survey, at least 75% will agree or strongly agree that "School staff (teachers, counselors, administrators) encourage all students to prepare for college."
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.	

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	**Ensure that all students receive personalized supports to succeed**

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**
1. Increase four-year (cohort) high school graduation rate for Hispanic students (lowest performing racial/ethnic subgroup) to 93.1% in 2016-17.	1. Scores are not available yet.
2. Meet AMAO 1 with 57% EL students moving 1 or more CELDT levels under Title III in 2016-17.	2. Scores are not available yet.
3. Meet AMAO 2 with 30% EL students, less than 5 years, attaining English proficiency under Title III in 2016-17.	3. Scores are not available yet.
4. Meet AMAO 2 with 45% EL students, 5+ years, attaining English proficiency under Title III in 2016-17.	4. Scores are not available yet.
5. Increase EL reclassification rate to 19.3% in 2016-17.	5. Reclassification rate rose to 21.7%.
6. Increase % of low-income students earning "C" or better in ELA to 87% in 2016-17.	6. Scores are not available yet.
7. Increase % of low-income students earning "C" or better in Mathematics to 66% in 2016-17.	7. Scores are not available yet.
8. Increase % of low-income students earning "C" or better in Science to 75% in 2016-17.	8. Scores are not available yet.
9. Increase % of low-income students earning "C" or better in History/Social Studies to 85% in 2016-17.	9. Scores are not available yet.

10. Increase the % of low-income students that pass AP exams with a score of 3 or higher to 64% in 2016-17. 11. Increase the % of 9th grade students earning 55+ credits and successfully matriculating to 10th grade to 88% in 2016-17. 12. Of the parents returning the annual survey, at least 64% will agree or strongly agree that, “The teachers at the school care about students’ progress.” 13. Increase student attendance (ADA) to 96.5% in 2016-17. 14. Reduce chronic absenteeism to 9% in 2016-17. 15. Reduce student suspension rate to 0.7% in 2016-17. 16. Maintain expulsion rate of 0% in 2016-17.	10. Scores are not available yet. 11. Scores are not available yet. 12. 317 respondents, 67.73%, agreed or strongly agreed. 13. Scores are not available yet. 14. Scores are not available yet. 15. Scores are not available yet. 16. Scores are not available yet.

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 Continue the role of the Black Student Union and The Village Nation.	ACTUAL The role of the Village Nation continued on campus and was highly effective in raising student achievement.
Expenditures	BUDGETED 0	ESTIMATED ACTUAL 0

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 **2**

Actions/Services	PLANNED Provide College and Career Readiness training for Latino and African-American youth through The Village Nation and La Familia assemblies, field trips, and guest speakers. Hispanics Scholars Club (part of La Familia).	ACTUAL Action Step met for The Village Nation. La Familia became a cultural club this year without focusing on student achievement or College and Career Readiness.
Expenditures	BUDGETED $10,000 (20% sup. 2,000)	ESTIMATED ACTUAL $28,036.66

Action **3**

Actions/Services	PLANNED Continue to utilize Student Success Team model for struggling students.	ACTUAL Met.
Expenditures	BUDGETED 0	ESTIMATED ACTUAL 0

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 4

Actions/Services	PLANNED Identify foster and homeless youth and ensure access to materials and individualized counseling and other services.	ACTUAL Met. ECR Foster Care and Homeless Coordinator ensures access to materials and individualized counseling and other services.
Expenditures	BUDGETED 1500 (100% sup 1500)	ESTIMATED ACTUAL 1,500

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 5

Actions/Services	PLANNED Provide alternative school options, incorporating traditional and independent study programs that allow students to make up credits, taking into consideration the emotional and maturity level of the student.	ACTUAL Met, program continues to grow to accommodate students in need.
Expenditures	BUDGETED $880,000 (100% sup. 880,000)	ESTIMATED ACTUAL $748,506.00

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 **6**

	PLANNED	ACTUAL
Actions/Services	Continue to offer Summer School focused on credit recovery with priority given to FRPM and EL students.	Met.

	BUDGETED	ESTIMATED ACTUAL
Expenditures	$150,000 (100% sup. 150,000)	$225,000

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 **7**

	PLANNED	ACTUAL
Actions/Services	Offer online credit recovery programs (e.g., Cyber High)	Offered online credit recovery programs (e.g., Cyber High)

	BUDGETED	ESTIMATED ACTUAL
Expenditures	$8,500	$9,208.33

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 **8**

Actions/Services	PLANNED Provide peer mentoring, tutoring, and support groups with priority given to FRPM and EL students.	ACTUAL Met.
Expenditures	BUDGETED $10,000 (100% sup. 10,000)	ESTIMATED ACTUAL $28,935.88

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 **9**

Actions/Services	PLANNED Provide pilot technology-based literacy intervention programs to assist underperforming students, including Surface Pros for Title I students.	ACTUAL Loaned 122 Surface 3s to FRPL students this year.
Expenditures	BUDGETED $560,000 (100% sup. 560,000)	ESTIMATED ACTUAL This Cost is from 2015-16 LCAP 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 **10**

	PLANNED	ACTUAL
Actions/Services	Provide pilot technology-based literacy intervention programs to assist underperforming students, including Chromebooks for ESL and underperforming, unduplicated EL students.	Met. All ESL students and EL students who needed one were able to check out a Chromebook. Approximately 35 Chromebooks were checked out.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	$50,000 (100% sup. 50,000)	This cost is from 2015-16 LCAP 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 **11**

	PLANNED	ACTUAL
Actions/Services	Support FRPM and EL student technology	Extended Library hours included 30 minutes before school and 1 ½ hours after school. Printing was available and adult assistance was provided as needed.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	$112,500 (100% sup. 112,500)	$147,450.60

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 **12**

	PLANNED	ACTUAL
Actions/Services	Provide nutritional snacks for students in the extended day intervention programs.	Met.

	BUDGETED	ESTIMATED ACTUAL
Expenditures	$30,000 (100% sup. 30,000)	0 (We no longer have this program)

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 **13**

	PLANNED	ACTUAL
Actions/Services	Develop, implement, and maintain a Student Relationship Management (SRM) dashboard.	Still a work in progress. Committees are designing a pilot.

	BUDGETED	ESTIMATED ACTUAL
Expenditures	$50,000 (20% sup. 10,000)	$34,924

ACTIONS / SERVICES

Action **14**

	PLANNED	ACTUAL
Actions/Services	Refer targeted students: • With drug, alcohol and substance abuse issues to Tarzana Treatment Center; • With eating disorders to the Body Image Group; • With behavior concerns to Anger Management programs; and • With mental health issues to on-campus and off-campus therapy services.	Met.
	BUDGETED	**ESTIMATED ACTUAL**
Expenditures	0	0

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 **15**

	PLANNED	ACTUAL
Actions/Services	Introduce communication tools (e.g., ticket system, Google Docs) to close the feedback loop between the Attendance Coordinator and teachers.	Progress on Google Docs system has been made with a variety of on-campus workshops.
	BUDGETED	**ESTIMATED ACTUAL**
Expenditures	0	0

ANALYSIS Goal 3

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.	There was a more focused approach for Goal 3, "Ensure that all students receive personalized supports to succeed." All action steps were either met or are being worked on. Metrics were discussed during the WASC Self-Study and monitored through School Site Counsel. ECRCHS is proud of the additional services offered and utilized to close the achievement gap especially for low income and EL students.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Low income students were offered Surface 3s and granted extended library hours in an effort to balance resources of technology among all students. EL students were loaned Chromebooks and provided homework help during the school day in three different forms. College tutors were hired who spoke Spanish and Farsi in order to allow EL students access to instruction in English. Our reclassification rate has continued to increase.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	There are no material changes between 2016/17 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.	Additional services for this goal include: • Realignment of Intervention Coordinator position to include working with the EL coach, Homeless and Foster Care coordinator, LAT Team, Village Nation and Latino Support program. • Development of Language Appraisal Team (LAT) where one teacher rep from each core subject will meet 3 times a semester to discuss equal access to curriculum for EL students. • Implementation of Ellevation platform: data analysis of EL students' progress and instructional methods.

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	**Build parents' capacity as partners in supporting and monitoring their child's education progress**

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**
1. Increase % of parents/families that complete an annual needs assessment and school climate survey to 10% in 2016-17.	1. Met. A new, shortened survey was sent out at the end of the school year. 14.96% (468/3129) of the households responded.
2. Involve at least 5% of parents in school governance or advisory forums (e.g., SSC, ELAC, La Familia, Village Nation, PTSA) to 5% in 2016-17.	2. The goal of involving 5% (approximately 180 parents) was not met. This year we were able to expand the role of parental involvement in advisory or governance. There approximately 50 parents involved in The Village Nation, 25 in ELAC, 15 in ESL advisory, 1 in SSC and 15 in PTSA/ Friends of ECR.
3. Of the parents returning the annual survey, at least 61% will agree or strongly agree that, "The school encourages me to participate in parent groups."	3. Not met. 285 respondents (56.10%) agreed or strongly agreed.
4. Involve at least 50% of parents/families in Back-to-School Night in 2016-17.	4. Data not available. New tracking system needs to be implemented to account for attendance.
5. Involve at least 5% of parents/families in a workshop or training on campus to 5% in 2016-17.	5. Not met, actual attendance: 170 for AVID night, 50 for math and science.

6. Of the parents returning the annual survey, at least 71% will agree or strongly agree that, "I feel welcome to participate at the school." 7. At least 30% of parents/families will log on to the Aeries system to access student assessment information in 2016-17. 8. Involve at least 25% of parents/families in an annual parent-teacher and/or student-led conference in 2016-17. 9. Involve at least 20% of parents/families in meeting individually with their child's counselor in 2016-17.	6. Not met. Of the 468 respondents, 352 (69.16%) agreed or strongly agreed. 7. 32% of families logged. 8. This annual measurable outcome is tied to a 2017-18 action from the previous LCAP; "Introduce student-led conferencing, phasing in gradually and building on work from AVID." This action has been removed from the 2017-2020 version of the LCAP. 9. A tracking system was not implemented to account for these meetings.

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 Redesign the school website to include links to monthly electronic parent newsletter and options for parent volunteerism and the Parent Center on campus.	ACTUAL Still a work in progress. SSC agendas and minutes are posted, electronic newsletter is sent out weekly and included parent volunteerism opportunities.
Expenditures	BUDGETED 0	ESTIMATED ACTUAL 0

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 **2**

	PLANNED	ACTUAL
Actions/Services	Publicize and reinforce the Aeries portal as a tool for parent-teacher communication and information sharing tied to student performance on classroom assessments.	Still a work in progress.
	BUDGETED	**ESTIMATED ACTUAL**
Expenditures	0	$15,055.00

Action **3**

	PLANNED	ACTUAL
Actions/Services	Recruit parents into school advisory committees: • School Site Council (SSC) • English Language Advisory Committee (ELAC) • School Advisory Committee (SAC) Title I	Worked on this all year, no real results. SSC took over this action step and committed to achieving this action step.
	BUDGETED	**ESTIMATED ACTUAL**
Expenditures	$12,000 (20% sup. 2,400)	$3,347.64

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 **4**

	PLANNED	ACTUAL
Actions/Services	Conduct an annual needs assessment of parent satisfaction, parent education desires, and priorities for school improvement to enable all parents to weigh in on school planning decisions.	Parent surveys were handed out to all students in their English classes.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	$12,000 (20% sup. 2,400)	$11,415.00

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 **5**

	PLANNED	ACTUAL
Actions/Services	Provide parent workshops/training on a variety of topics tied to student achievement and school improvement goals.	Three workshops were provided based on student achievements in the following departments: Math; Science; and AVID. Student Achievement workshops were offered at the monthly ELAC meetings.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	$2,000 (20% sup. 400)	$378.59 (Overtime for some teachers and food for ELAC).

ANALYSIS Goal 4

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.	The WASC self-study and LCAP monitoring process has identified the need to include more parent and community involvement. This past year, curricular workshops were offered for parents. ECRCHS is happy with the start of these programs, but not with the percentage of parents attending.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The action steps were all implemented; however, more effort is needed to reach a larger percentage of parents and the community. SSC has discussed ways to include more parents in advisory and school governance. Representatives from each group have been asked to attend SSC meetings to brainstorm how to involve more parents. ECRCHS is optimistic that more parents will be contacted and involved moving forward.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	There are no material changes between 2016/17 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.	Some of the action steps have been modified to increase parent awareness and participation in: Action step 2: Added community nights that provide workshops on a variety of topics tied to student achievement; encompass student support services; college, curricular, and community presentations to inform parents about the various resources available to ensure student success. Action step 3: Include annual needs assessment survey for parents. Action step 4: Create a Parent Advisory committee to recruit parents. Action step 5: For 2017-2018, develop the Latino student support program to increase student achievement.

Stakeholder Engagement

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?
ECRCHS met with teachers, support staff, administrators, and parent representatives through the School Site Council. Teachers, a counselor, a dean, and administrators met over several days in the spring semester to review the WASC identified goals, develop new actions/services, and determine metrics that would best measure the school's progress. The process was open to any teacher who wanted to participate. Meetings took place during the school day, with substitutes provided, as well as after school. Participants were provided access to a shared document where they could make edits, suggestions, and comments. The administration then met to discuss the suggestions and determine what aligned with the existing LCAP and WASC goals.

IMPACT ON LCAP AND ANNUAL UPDATE

How did these consultations impact the LCAP for the upcoming year?
The consultations provided an essential teacher perspective. Many of the ideas that were brought to the table have been incorporated. Furthermore, those that did not end up in the final version have been noted as excellent suggestions to further support the actions and services, which ultimately aim to address the goal for which they were developed.

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	**Develop and implement data driven and current educational research instruction for all students**

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☐ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL ______________________________________

Identified Need

- Implementing key instructional shifts in CCSS/NGSS that prioritize student skills/competencies rather than content knowledge as the guiding principle of instruction
- Providing professional development on current research-based instructional strategies and teaching methods
- Building the capacity of school staff to understand, interpret, and use data to guide and modify instructional decisions

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
% of grade 11 students scoring “Exceeded” and “Met” standard in ELA on SBAC	61% (2015-16)	2% above baseline	4% above baseline	7% above baseline

% of grade 11 students scoring “Exceeded” and “Met” standard in Math on SBAC	40% (2015-16)	2% above baseline	5% above baseline	8% above baseline
school-wide four-year cohort graduation rate	89.9% (2015-16)	95.0%	≥95.0%	≥95.0%
four-year cohort dropout rate	7.3% (2015-16)	2.5%	2.4%	2.3%
% of parents returning the annual survey agree or strongly agree that, “The school provides high quality instruction to my child”	76%	1% above baseline	2% above baseline	3% above baseline
% of students surpassing the expected RIT growth measure from Fall to Spring in ELA	N/A	50%	2% above baseline	4% above baseline
% of students surpassing the expected RIT growth measure from Fall to Spring in math	N/A	50%	2% above baseline	4% above baseline
% of teachers using of research based classroom strategies as evidenced by observations	N/A	50%	5% above baseline	10% above baseline
number of school wide PD minutes dedicated to instruction	N/A	600	650	700
number of common formative assessments given among all course	N/A	4 (one per quarter)	4 (one per quarter)	4 (one per quarter)

alike				
% of academic courses adopt curriculum maps in order to support the development of intradepartmental common formative assessment	N/A	90%	95%	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** Provide EL support to core academic teachers to help EL students access CCSS and ELD standards

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: El Camino Real Charter High School ☐ 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

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	32,927	Amount	33,585	Amount	34,257
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	1100 Teacher Salaries	Budget Reference	1100 Teacher Salaries	Budget Reference	1100 Teacher Salaries

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 **2** Provide training on analyzing and using both summative (namely SBAC) and formative assessment data including assessment resources and tools

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: El Camino Real Charter High School ☐ 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

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	26,040	Amount	26,565	Amount	27,095
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	1100 Teacher Salaries	Budget Reference	1100 Teacher Salaries	Budget Reference	1100 Teacher Salaries

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 **3** Encourage bi-annual faculty participation in subject/content area/instructional strategy conference where participants must document and share (report back) what was learned.

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: El Camino Real Charter High School ☐ 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

BUDGETED EXPENDITURES

	2017-18		**2018-19**		**2019-20**
Amount	50,000	Amount	50,000	Amount	50,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	5200 Travel & Conference	Budget Reference	5200 Travel & Conference	Budget Reference	5200 Travel & Conference1435

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 **4** Maintain 95% faculty meeting highly-qualified definition

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: El Camino Real Charter High School ☐ 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

BUDGETED EXPENDITURES

	2017-18		**2018-19**		**2019-20**
Amount	0	Amount	0	Amount	0
Source	N/A	Source	N/A	Source	N/A
Budget Reference	N/A	Budget Reference	N/A	Budget Reference	N/A

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 **5** Maintain school facilities to promote optimal learning environment

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: El Camino Real Charter High School ☐ 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

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	193,000	Amount	197,000	Amount	201,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	4400 Non-Cap Equip	Budget Reference	4400 Non-Cap Equip	Budget Reference	4400 Non-Cap Equip

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 **6** Provide training and collaboration time to ensure common faculty understanding about the CCSS, curricular maps, common assessments, and academic vocabulary

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: El Camino Real Charter High School ☐ 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

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	4,095	4,180	4,260
Source	LCFF	LCFF	LCFF
Budget Reference	1100 Teacher Salaries	1100 Teacher Salaries	1100 Teacher Salaries

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 **7** Develop, create, and maintain curricular maps by each department and ensure clear definition of this process so that all stakeholders begin to share the same vocabulary

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: El Camino Real Charter High School ☐ 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

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	1,435	Amount	1,460	Amount	1,495
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	1100 Teacher Salaries	Budget Reference	1100 Teacher Salaries	Budget Reference	1100 Teacher Salaries

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 **8** Create common formative assessments in each academic course to measure student mastery of standards that embody CCSS focus on depth of knowledge (DOK) and priority standards

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: El Camino Real Charter High School ☐ 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

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	1,435	1,465	1,495
Source	LCFF	LCFF	LCFF
Budget Reference	1100 Teacher Salaries	1100 Teacher Salaries	1100 Teacher Salaries

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 **9** Provide training (2017-18) and implement (2018-2020) on the use of common rubrics to assess student work

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: El Camino Real Charter High School ☐ 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

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	25,000	Amount	25,500	`	26,010
Source	LCFF / Educator Eff. Grant	Source	LCFF / Educator Eff. Grant	Source	LCFF / Educator Eff. Grant
Budget Reference	1100 Teacher Salaries	Budget Reference	1100 Teacher Salaries	Budget Reference	1100 Teacher Salaries

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 **10** Research (2017-18) and create PLC, or similar format, (2018-2020) to ensure common planning time, and master schedule.

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: El Camino Real Charter High School ☐ 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

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	5,500	Amount	25,000	Amount	15,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	1100 Teacher Salaries	Budget Reference	5820 Consultants – Non-Instructional	Budget Reference	5300 Dues & Membership

PLANNED ACTIONS / SERVICES

Action **11** Implement systematic diagnostic assessment at multiple points throughout the school calendar (i.e. Fall, Winter, and Spring) to inform instruction through the use of consistent data

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: El Camino Real Charter High School ☐ 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

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	53,800	Amount	46,500	Amount	46,500
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	4325 Inst Materials / 1190 Professional Dev	Budget Reference	4325 Instructional Materials	Budget Reference	4325 Instructional Materials

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 12 Provide training on current research based instructional practice and curriculum with resources, tools, and observation checks by administration, instructional coaches, and department chairs

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: El Camino Real Charter High School ☐ 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

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	1,500	Amount	1,500	Amount	1,500
Source	Educator Effect. Grant	Source	LCFF	Source	LCFF
Budget Reference	5815 Consultants - Instructional	Budget Reference	5815 Consultants - Instructional	Budget Reference	5815 Consultants - Instructional

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	**Solidify a clear school-wide identity in terms of College & Career Readiness**

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
# of PD minutes dedicated to college going culture and/or career exploration	N/A	120	150	180
% school-wide UC/CSU eligibility rate (i.e., A-G completion)	31.3% (2015-16)	45%	49%	52%
% of students deemed "college ready" on the	26% (2014-15)	4% above baseline	6% above baseline	8% above baseline

Early Assessment Program (EAP) based on Grade 11 SBAC in ELA				
% of students deemed “college ready” on the EAP based on Grade 11 SBAC in Math	14% (2014-15)	4% above baseline	6% above baseline	8% above baseline
% of students enrolled in at least one AP course	22% (2014-15)	4% above baseline	6% above baseline	8% above baseline
% AP exams passed with a score of 3 or higher	71% (2014-15)	2% above baseline	4% above baseline	6% above baseline
% of students earning “C” or better in college prep ELA	78% (2014-15)	2% above baseline	3% above baseline	4% above baseline
% of students earning “C” or better in college prep Math	56% (2014-15)	5% above baseline	8% above baseline	11% above baseline
% of students earning “C” or better in college prep Science	69% (2014-15)	3% above baseline	5% above baseline	7% above baseline
% of students earning “C” or better in college prep Social Studies	80% (2014-15)	2% above baseline	3% above baseline	4% above baseline
% of students participating in at least one college visit and/or career oriented field trip (by the end of 11th grade)	N/A	5% above baseline	10% above baseline	15% above baseline

% of African American students enrolled in an AP class	16.54%	2% above baseline	4% above baseline	6% above baseline
% of Latino students enrolled in an AP class	21.59%	1% above baseline	2% above baseline	3% above baseline
% of AVID students accepted to a 4-year program	N/A	2% above baseline	4% above baseline	6% above baseline

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** Provide professional development to faculty on specific behaviors and actions the will be used to reinforce and embody a "college-going culture" and/or "career exploration"

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: El Camino Real Charter High School ☐ 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

BUDGETED EXPENDITURES

	2017-18		**2018-19**		**2019-20**
Amount	25,000	Amount	25,500	Amount	26,010
Source	Educator Effectiveness Grant Program / LCFF	Source	Educator Effectiveness Grant Program / LCFF	Source	LCFF
Budget Reference	1190 Prof Dev /1100 Teacher Sal	Budget Reference	1190 Prof Dev /1100 Teacher Sal	Budget Reference	1100 Teacher Salary

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 2 Expand student access to AP classes (becoming more proactive about supporting more students regardless of level and increase the number of students in higher level classes)

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)] African American and Latino students
Location(s)	☐ All schools ☒ Specific Schools: El Camino Real Charter High School ☐ 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: El Camino Real Charter High School ☐ Specific Grade spans:__________________

ACTIONS/SERVICES

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

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	6,000	Amount	6,000	Amount	6,120
Source	College Readiness Block Grant	Source	College Readiness Block Grant	Source	LCFF
Budget Reference	1100 Teacher Salary	Budget Reference	1100 Teacher Salary	Budget Reference	1100 Teacher Salary

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 **3** Enroll more students in higher level math classes (i.e. Algebra II or higher)

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: El Camino Real Charter High School ☐ 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: El Camino Real Charter High School ☐ Specific Grade spans:__________________

ACTIONS/SERVICES

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

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	0	Amount	0	Amount	0
Source	N/A	Source	N/A	Source	N/A
Budget Reference	N/A	Budget Reference	N/A	Budget Reference	N/A

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 **4** Plan (2017-18) and increase (2018-2020) collaboration with colleges and universities (upward articulation)

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: El Camino Real Charter High School ☐ 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: El Camino Real Charter High School ☐ Specific Grade spans:__________________

ACTIONS/SERVICES

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

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	0	Amount	2,500	Amount	2,550
Source	N/A	Source	LCFF	Source	LCFF
Budget Reference	N/A	Budget Reference	1100 Teacher Salary	Budget Reference	1100 Teacher Salary

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 **5** Provide training to help teachers implement relevant, real world curricular connections for project based learning

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: El Camino Real Charter High School ☐ 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: El Camino Real Charter High School ☐ Specific Grade spans: ___

ACTIONS/SERVICES

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

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	25,000	Amount	25,500	Amount	26,010
Source	Educator Effectiveness / LCFF	Source	LCFF	Source	LCFF
Budget Reference	1100 Teacher Salaries	Budget Reference	1100 Teacher Salaries	Budget Reference	1100 Teacher Salaries

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 **6** Explore (2017-18), develop (2018-19), and implement (2019-2020) career pathway opportunities and staffing needs for additional career pathways

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: El Camino Real Charter High School ☐ 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: El Camino Real Charter High School ☐ Specific Grade spans:__________________

ACTIONS/SERVICES

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

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	17,841	Amount	18,200	Amount	18,575
Source	We Can Work Program	Source	We Can Work Program	Source	We Can Work Program
Budget Reference	1100 Teacher Salaries	Budget Reference	1100 Teacher Salaries	Budget Reference	1100 Teacher Salaries

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 **7** Partner with community businesses and organizations to provide internships, mentorships, field trips, and project based learning.

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: El Camino Real Charter High School ☐ 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: El Camino Real Charter High School ☐ Specific Grade spans: ________________

ACTIONS/SERVICES

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

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	17,841	Amount	18,198	Amount	18,562
Source	We Can Work	Source	We Can Work	Source	We Can Work
Budget Reference	5300 Dues & Membership	Budget Reference	5300 Dues & Membership	Budget Reference	5300 Dues & Membership

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 8 Explore (2017-18), pilot/develop (2018-19), and implement (2019-2020) a portfolio of College & Career Readiness for graduation (including career aspirations/goals, resume, letters of recommendation, samples of exemplary work, etc. via Naviance)

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: El Camino Real Charter High School ☐ 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: El Camino Real Charter High School ☐ Specific Grade spans:________________

ACTIONS/SERVICES

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

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	29,000	Amount	29,580	Amount	30,172
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	5300 Dues & Membership	Budget Reference	5300 Dues & Membership	Budget Reference	5300 Dues & Membership

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 **9** Continue to fund 9th – 11th grade PSAT and monitor scores

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: El Camino Real Charter High School ☐ 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: El Camino Real Charter High School ☐ Specific Grade spans: ________________

ACTIONS/SERVICES

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

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	36,300	Amount	36,300	Amount	36,300
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	4325 Instructional Mat & Supplies	Budget Reference	4325 Instructional Mat & Supplies	Budget Reference	4325 Instructional Mat & Supplies

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 **10** Flag all students in Aeries as identified by AP Potential, with a focus on Latino and African American students, to encourage them to take AP classes

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)]: Latino and African American students
Location(s)	☐ All schools ☒ Specific Schools: El Camino Real Charter High School ☐ 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

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	7,500	Amount	7,650	Amount	7,805
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	1100 Teacher Salaries	Budget Reference	1100 Teacher Salaries	Budget Reference	1100 Teacher Salaries

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

Action **11** Explore the role of a career advisor (2017-18), design and implement role (2018-2020)

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: El Camino Real Charter High School ☐ 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

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	0	Amount	18,200	Amount	18,600
Source	N/A	Source	LCFF	Source	LCFF
Budget Reference	N/A	Budget Reference	1100 Teacher Salaries	Budget Reference	1100 Teacher Salaries

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

Action **12** Explore (2017-18) the possibility of enhancing the rigor for the 9th grade year (including, but not limited to the addition of a college preparatory science, world history, or world language course).

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: El Camino Real Charter High School ☐ 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

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	1500	Amount	1500	Amount	1500
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	1100 Teacher Salaries	Budget Reference	1100 Teacher Salaries	Budget Reference	1100 Teacher Salaries

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

Action **13** Continue (2017-18) and expand (2018-2020) current math support classes, with the possibility of adding support classes in ELA (2018-2020).

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: El Camino Real Charter High School ☐ 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

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	60,000	80,000	100,000
Source	LCFF	LCFF	LCFF
Budget Reference	1100 Teacher Salaries	Teacher Salaries	Teacher Salaries

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

Action **14** Continue to provide support to the AVID program (including tutors, materials, trainings, dues for the program, and a coordinator position).

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)]: AVID and Humanitas
Location(s)	☐ All schools ☒ Specific Schools: El Camino Real Charter High School ☐ 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

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	75,000	76,500	78,050
Source	LCFF	LCFF	LCFF
Budget Reference	1100 Teacher Salaries	1100 Teacher Salaries	1100 Teacher Salaries

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	**Ensure that all students receive personalized supports to succeed**

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
Four-year (cohort) high school graduation rate for Hispanic students	90% (2015-16)	2% above baseline	4% above baseline	5% above baseline
Four-year (cohort) high school graduation rate for African American students	88.9% (2015-16)	90%	92%	94%

% of EL students reclassified each year	21% (2015-16)	1% above baseline	2% above baseline	3% above baseline
% of Latino students completing UC/CSU eligibility requirements (i.e., A-G completion)	24% (2015-16)	4% above baseline	8% above baseline	12% above baseline
% of African American students completing UC/CSU eligibility requirements (i.e., A-G completion)	26% (2015-16)	4% above baseline	8% above baseline	12% above baseline
% of 9th grade students earning 55+ credits and successfully matriculating to 10th grade	85% (2015-16)	2% above baseline	4% above baseline	7% above baseline
% of students marked chronically absent school wide	7.3% (2015-16)	7.0%	6%	5%
% of African Americans students marked chronically absent	9.9% (2015-16)	9%	8%	7%
% of parents returning the survey that agree or strongly agree with the following statement: "The teachers at the school care about students' progress."	73.15% (Spring 2016)	1% above baseline	2% above baseline	3% above baseline
% of Latino students that complete an AP class with a "C" or higher	94.4% (Spring 2016)	1% above baseline	1.5% above baseline	2% above baseline

% of African Americans that complete an AP class with a “C” or higher	88.9% (Spring 2016)	2% above baseline	3.5% above baseline	5% above baseline

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** Restructure Intervention Coordinator position

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: El Camino Real Charter High School ☐ 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

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	45,150	Amount	46,055	Amount	46,975
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	1100 Teacher Salaries	Budget Reference	1100 Teacher Salaries	Budget Reference	1100 Teacher Salaries

Action **2** Create (2017-2018) and continue to implement (2018-2020) a Language Appraisal Team

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)]___EL / RFEP______________
Location(s)	☐ All schools ☒ Specific Schools: El Camino Real Charter High School ☐ 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

BUDGETED EXPENDITURES

	2017-18		**2018-19**		**2019-20**
Amount	8,250	Amount	TBD	Amount	TBD
Source	LCFF	Source	TBD	Source	TBD
Budget Reference	5815 Consultants - Instructional	Budget Reference	TBD	Budget Reference	TBD

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 **3** Implementation of Ellevation web-based SIS program for EL data analysis and instruction

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)]____EL / RFEP______________
Location(s)	☐ All schools ☒ Specific Schools: El Camino Real Charter High School ☐ 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

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	6,500	Amount	3,000	Amount	3,000
Source	NCLB: Title I, Part A	Source	NCLB: Title I, Part A	Source	NCLB: Title I, Part A
Budget Reference	5300 Dues & Membership	Budget Reference	5300 Dues & Membership	Budget Reference	5300 Dues & Membership

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 **4** Provide technology based literacy intervention programs to assist underperforming students including computer tablets for Title I, foster youth and EL students

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)]__EL, Low-income, Foster Youth________________
Location(s)	☐ All schools ☒ Specific Schools: El Camino Real Charter High School ☐ 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

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	59,980	61,175	62,400
Source	LCFF	LCFF	LCFF
Budget Reference	4325 Inst Materials & Supplies	4325 Inst Materials & Supplies	4325 Inst Materials & Supplies

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 **5** Continue to develop (2017-2018), implement (2018-2019) and maintain (2019-2020) a Student Relationship Management (SRM) dashboard

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: El Camino Real Charter High School ☐ 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

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	35,625	Amount	36,335	Amount	37,065
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	5820 Non-Inst Cons / 5300 Dues & Membership	Budget Reference	5820 Non-Inst Cons / 5300 Dues & Membership	Budget Reference	5820 Non-Inst Cons / 5300 Dues & Membership

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 6 Expanding intervention services during after school hours to students of all grades requiring additional support, including online courses, credit recovery, and targeted tutoring and study skills classes.

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: El Camino Real Charter High School ☐ 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

BUDGETED EXPENDITURES

	2017-18		**2018-19**		**2019-20**
Amount	57,550	Amount	58,701	Amount	59,875
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	1100 Teacher / 2900 Classified Other / 4325 Inst Materials	Budget Reference	1100 Teacher / 2900 Classified Other / 4325 Inst Materials	Budget Reference	1100 Teacher / 2900 Classified Other / 4325 Inst Materials

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 **7** Develop (2017-2018) and monitor (2018-2020) standardized curriculum for Summer Bridge Program and effectiveness for incoming 9th graders.

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: El Camino Real Charter High School ☐ 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

BUDGETED EXPENDITURES

	2017-18		**2018-19**		**2019-20**
Amount	22,250	Amount	19,550	Amount	19,941
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	5300 Dues & Membership / 1100 Teacher Salaries	Budget Reference	5300 Dues & Membership / 1100 Teacher Salaries	Budget Reference	5300 Dues & Membership / 1100 Teacher Salaries

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 **8** Provide diagnostic testing in reading and math for incoming 9th graders to aide in correct placement consistent with skill and ability level to support differentiation

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: El Camino Real Charter High School ☐ 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

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	1,500	Amount	1,530	Amount	1,565
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	2200 Classified Salaries	Budget Reference	2200 Classified Salaries	Budget Reference	2200 Classified Salaries

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 9 Continue to improve freshmen orientation process, support, and follow up.

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: El Camino Real Charter High School ☐ 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

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	5,805	Amount	5,925	Amount	6,040
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	2300 Admin / 2400 Classified Salaries	Budget Reference	2300 Admin / 2400 Classified Salaries	Budget Reference	2300 Admin / 2400 Classified Salaries

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 **10** Establish support program for Latino students to include College and Career Readiness training which may include assemblies, field trips and guest speakers. Continue the club La Familia as social, cultural, academic and community support for Latino students and their families.

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)]: Latino Students
Location(s)	☐ All schools ☒ Specific Schools: El Camino Real Charter High School ☐ 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

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	20,000	20,400	20,800
Source	LCFF	LCFF	LCFF
Budget Reference	1100 Teacher Salaries	1100 Teacher Salaries	1100 Teacher Salaries

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 **11** Expand the role of The Village Nation and Black Student Union to include collaborative partnerships with other support programs while offering College and Career Readiness training which may include assemblies, field trips and guest speakers.

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)] African American Students
Location(s)	☐ All schools ☒ Specific Schools: El Camino Real Charter High School ☐ 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

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	20,000	Amount	20,400	Amount	20,800
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	1100 Teacher Salaries	Budget Reference	1100 Teacher Salaries	Budget Reference	1100 Teacher Salaries

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 **12** Continue Foster Youth/Homeless outreach to parent/foster guardians and group home agencies with informational meetings, input, communications and relationship building to insure student support. Foster Youth/Homeless Coordinator will work collaboratively with counseling staff to provide AB 167/216/1806 transcript evaluation, course placement, advisement and support.

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

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	1,500	Amount	1,500	Amount	1,500
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	1100 Teacher Salaries	Budget Reference	1100 Teacher Salaries	Budget Reference	1100 Teacher Salaries

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 **13** Continue to utilize Student Success Team (SST) for struggling students.

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: El Camino Real Charter High School ☐ 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

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	0	Amount	0	Amount	0
Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

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 **14** Expand AP Preparation to include skills based AP Bridge program over the summer.

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: El Camino Real Charter High School ☐ 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

BUDGETED EXPENDITURES

	2017-18		**2018-19**		**2019-20**
Amount	6,000	Amount	6,000	Amount	6,000
Source	College Readiness Block Grant	Source	College Readiness Block Grant	Source	LCFF
Budget Reference	1100 Teacher Salaries	Budget Reference	1100 Teacher Salaries	Budget Reference	1100 Teacher Salaries

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 15 Continue to offer Summer School focused on credit recovery with priority given to FRPM and EL students.

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: El Camino Real Charter High School ☐ Specific Grade spans:_________________

ACTIONS/SERVICES

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

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	240,000	Amount	245,000	Amount	250,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	1100 Teacher Salaries	Budget Reference	1100 Teacher Salaries	Budget Reference	1100 Teacher Salaries

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 **16** Refer targeted students to outside support programs.

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: El Camino Real Charter High School ☐ Specific Grade spans:__________________

ACTIONS/SERVICES

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

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	0	Amount	0	Amount	0
Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

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 **17** Provide alternative school options, incorporating traditional and independent study programs during the traditional day schedule that allow students to make up credits taking into consideration emotional and maturity level of the student.

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: El Camino Real Charter High School ☐ Specific Grade spans:________________

ACTIONS/SERVICES

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

BUDGETED EXPENDITURES

	2017-18		**2018-19**		**2019-20**
Amount	764,000	Amount	779,000	Amount	795,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	1100 Teacher / 2400 Classified Salaries	Budget Reference	1100 Teacher / 2400 Classified Salaries	Budget Reference	1100 Teacher / 2400 Classified Salaries

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 **18** Provide support to Latino and African American students taking AP courses, including, but not limited to parent outreach, academic support, and materials.

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)]_Hispanic/Latino, African American_
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: El Camino Real Charter High School ☐ Specific Grade spans:__________________

ACTIONS/SERVICES

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

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	5,000	Amount	5,100	Amount	5,200
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	1100 Teacher / 2900 Classified Salaries	Budget Reference	1100 Teacher / 2900 Classified Salaries	Budget Reference	1100 Teacher / 2900 Classified Salaries

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	**Build parents' capacity as partners in supporting and monitoring their child's education progress**

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
% of parents/families logging on to the Aeries system to access student assessment information	46.89% (2016-17)	50%	55%	60%
% of parents/families in Back-to- School	N/A	50%	55%	60%

Night				
% of parents/families that complete an annual needs assessment and school climate survey	3% (2016)	12% above baseline	22% above baseline	32% above baseline
% of parents/families agree or strongly agree that, “The school encourages me to participate in parent groups.”	63.95% (2016)	66%	68%	70%
% of parents/families agree or strongly agree that, “I feel welcome to participate at the school.”	63.09% (2016)	72%	74%	76%
% of parents/ families in school governance or advisory forums (e.g. SSC, ELAC, La Familia, The Village Nation, PTSA)	N/A	5%	8%	12%

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** Publicize and reinforce the Aeries portal as a tool for parent-teacher communication and information sharing tied to student performance on classroom assessments

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: El Camino Real Charter High School ☐ 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

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	16,000	16,320	16,650
Source	LCFF	LCFF	LCFF
Budget Reference	2400 Classified Salaries / 5820 Non-Instruct Consultants	2400 Classified Salaries / 5820 Non-Instruct Consultants	2400 Classified Salaries / 5820 Non-Instruct Consultants

PLANNED ACTIONS / SERVICES

Action **2** Present 1-2 school wide events that provide workshops on a variety of topics tied to student achievement; encompass student support services, college, curricular, and community presentations to inform parents about the various resources available to ensure student success

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: El Camino Real Charter High School ☐ 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

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	7,000	Amount	7,140	Amount	7,285
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	1100 Teacher Salaries / 4330 Office Supplies	Budget Reference	1100 Teacher Salaries / 4330 Office Supplies	Budget Reference	1100 Teacher Salaries / 4330 Office Supplies

PLANNED ACTIONS / SERVICES

Action **3** Conduct an annual needs assessment of parent satisfaction, parent education desires, and priorities for school improvement to enable all parents to weigh in on school planning decisions.

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: El Camino Real Charter High School ☐ 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

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	400	Amount	410	Amount	420
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	5300 Dues & Membership / 4330 Office Supplies	Budget Reference	5300 Dues & Membership / 4330 Office Supplies	Budget Reference	5300 Dues & Membership / 4330 Office Supplies

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 **4** Create a parent advisory committee to recruit parents to various groups (such as School Site Council, English Language Advisory Committee, and School Advisory Committee (SAC) Title I.

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: El Camino Real Charter High School ☐ 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

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	325	Amount	335	Amount	340
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	1100 Teacher Salaries	Budget Reference	1100 Teacher Salaries	Budget Reference	1100 Teacher Salaries

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 5 Develop (2017-2018) the Latino student support program and use The Village Nation (2017-2020) and Latino student support program (2018-2020) as key partners to enhance parent/family linkages to school activities, programs, and services.

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)] - Latino/Hispanic, African American
Location(s)	☐ All schools ☒ Specific Schools: El Camino Real Charter High School ☐ 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

BUDGETED EXPENDITURES

	2017-18		**2018-19**		**2019-20**
Amount	22,500	Amount	22,500	Amount	22,500
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	5815 Instructional Consultants	Budget Reference	5815 Instructional Consultants	Budget Reference	5815 Instructional Consultants

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. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

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

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

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

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

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

Instructions: Linked Table of Contents

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

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

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, 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 *EC* sections 52061, 52067, and 47606.5.

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and 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 *California Code of Regulations*, Title 5 (5 *CCR)* Section 15496(a)(5).

Percentage to Increase or Improve Services

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

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

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

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

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

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

Priority 2: Implementation of State Standards addresses:

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

Priority 3: Parental Involvement addresses:

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

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

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

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

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

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

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

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

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

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

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

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

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

Local Priorities address:

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

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

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

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

(b) "Middle School dropout rate" shall be calculated as set forth in 5 *CCR* Section 1039.1.

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

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

(2) The total number of cohort members.

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

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

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

(2) The total number of cohort members.

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

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

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

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

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

(f) “Expulsion rate” shall be calculated as follows:

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

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

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

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

Guiding Questions: Goals, Actions, and Services

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

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