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

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

LEA Name	Sierra Academy of Expeditionary Learning		
Contact Name and Title	Erica Crane Principal	Email and Phone	Ecrane@sierraacademy.net 530.268.2200

2017-20 Plan Summary

THE STORY

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

Sierra Academy of Expeditionary Learning (SAEL) launched in the 2014-2015 school year, is now WASC accredited, and serves students in grades 9-12. The charter petition was approved in April 2011 and the PCSGP grant, which allowed the school to fund its opening, was secured in July 2013. During the 14-15 school year, the SAEL budget was managed within a 1% variance from predicted to actual budget. Students and families chose SAEL for its nationally recognized Expeditionary Learning (EL) curriculum model. On the annual EL Implementation Review, which is performed by an outside reviewer using a research-based methodology, SAEL performed on the level of a school that was in its fourth year implementing the model scoring 58 points above the normal first year school target. Community members from the locally successful Grass Valley Charter School sought to create a high school that used the same methods of teaching and learning. Our students come to SAEL from over 17 different schools in both Placer and Nevada counties. Two of our families moved to the area from out of state for SAEL specifically. The parent/guardian population includes families that work in a variety of local services and industries. There are many ties to the tech industry, the production of goods, farming, social service organizations, local shops, and general service jobs. With approximately 100,000 residents, Nevada County is the 36th most populated in California. 67% of its population is found in the incorporated areas of Grass Valley, Nevada City, and Truckee with the remaining 33% living in unincorporated, outlying rural areas. Although the population has grown over the past decade, it is a relatively slow growth in comparison to the neighboring Placer, Sutter, and Yuba counties due to slow economic conditions. SAEL has approximately 30% of students on free or reduced lunch based on enrollment paperwork submitted at this time and 18% of students with IEPs. This supports the desire of SAEL to have and continue to serve a diverse student population. Sierra Academy of Expeditionary Learning offers a unique curriculum model that incorporates project-based, hands-on, college preparatory academics with embedded service, fieldwork, and adventure. Our curriculum is based on state standards and the school launched using Common Core to design interdisciplinary, semester long units of study called Expeditions. There is a goal of 100% college acceptance at our school and all Expeditionary Learning schools throughout the country. Therefore our graduation standards are linked to a-g requirements and all students are supported to be on the a-g track. Our students are all on track to graduate based on their current accumulation of credits at SAEL and their enrollment in the a-g credit recovery classes necessary to be ready to tackle the Senior Project and meet all graduation requirements. The original growth areas outlined in our charter were developed with stakeholder input in alignment with state and local priorities, in addition to the tenets of Expeditionary Learning. SAEL is using multiple measures to demonstrate improvement on our growth areas.

LCAP HIGHLIGHTS

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

SAEL continues to grow as a school with a consistent focus on student achievement. Our student achievement goals continue to be in line with our charter and in line with district and state priorities. The focus on an expanded definition of student achievement incorporates goals and data around student mastery of knowledge and skills, high quality student work, and character. In addition, we continue to focus on a strategic use of technology and college and career readiness. It will be our second graduating class in 17-18 and we are excited to have even more data around our college acceptances and life after SAEL for our students. This year only Honors English 12 and Honors Econ/Gov need to be submitted which means we have successfully created a rich and approved a-g scope and sequence for all students in order to achieve our goal of 100% college acceptance. This year there is a continued focus on recruiting and retaining high quality and committed staff at SAEL as is reflected in our most significant spending. In addition, we are continuing to ensure students have access to high quality technology through our commitment to Chromebook and application purchases and support. Our goals around student mastery of knowledge and skills is developing as we have more students testing, more data to compare ourselves to our district, county, and state, and more knowledge of the SBAC and potential other state tests. Increases in fieldwork, personnel, technology, materials and supplies all reflect growth in our program as we increase from approximately 165 students to approximately 210 students with a projected graduating class of about 30.

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

As SAEL continues to grow as a program, our student and staff population has grown as well. The increase in students to about 165 this year with the addition of a full time Guidance Counselor, Character Dean, and Attendance/Special Ed Aide has definitely positively contributed to both our budget and the reaching of our goals as a school community. There is clear evidence that our Character Dean has improved both the qualitative measures for character on this campus AND the quantitative measures around issues that would warrant and longer term suspension. Our courses are now all a-g approved, with honors components approved already in 11th grade. Only Honors English 12 and Econ/Gov still need a-g submission. Our Seniors successfully completed the first ever SAEL senior projects. Although this meant a dip in our attendance as they also piloted our internship program, the internship program will be able to be implemented on a larger level next school year with greater clarity on the requirements. This means we are fulfilling our mission and vision by ensuring all students at SAEL are college ready upon graduation. Our first senior class has graduated with 13 out of 13 students earning their high school diploma. 1 student has enlisted in the US Army to become a black hawk mechanic, 1 student has a full scholarship to play Division I Soccer at Northern Arizona University, and other students have all also been accepted to colleges such as Sierra College, Northern Arizona University, Regis University, and Santa Rosa Community College. All students, regardless of foster youth, English learner, or socioeconomic status are put on a college track that would have them prepared for a 4 year college of their choosing upon graduation.

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

Our school's attendance is still an area of need. Our Attendance Aide has been studying state and local recommendations for attendance improvement and we have consulted with our back office service providers and state best practices to ensure our internships will be able to count toward our attendance next school year. Our Character Dean has begun to and will continue to review attendance for every incoming student, while also including attendance reviews in every disciplinary check in with students and parents. We will continue to have a full time Attendance Aide, Character Dean, and Guidance Counselor. We are presenting more clear information about the importance of attendance to our parent and student community. We are continuing to plan interdisciplinary, project-based expeditions implemented through engaging instructional practices that culminate in high quality, relevant, and real projects and products. Our Expeditionary Learning contract will be increasing this year to continue to support our teachers to do so.

We believe even stronger implementation of our model will incentivize even more students to consistently attend school daily. Our current 9th grade also has a higher attendance rate than our upper grades which means we are more successful in our onboarding of new students and we will continue to onboard in a way that impresses the importance of attendance on our community. We will also continue bus service which ensures students can gain access to our program using a bus from South County.

Our school's suspension rate is still higher than our goal. Our Fairness Committee with our Guidance Counselor will continue into next year and launch restorative practice alternatives consistently into our disciplinary model. Our full time Character Dean now knows all our students and will continue to implement lower level interventions and proactive check ins with students in order to prevent higher level suspensions. We are also working with Western Sierra to provide even more drug information and intervention seminars for incoming students.

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

N/A

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.

SAEL will continue to ensure all students are on the pathway to completing UC a-g coursework along with having access to honors level coursework in all core classes in 11th and 12th grade. This ensures that regardless of income, English learner, or foster youth status that there will be a single pathway that includes college preparedness for all students.

SAEL will implement College Prep Math (CPM) in 17-18. This math program will ensure an even stronger math throughline for all students.

SAEL will continue to provide access for all seniors to a full time Guidance Counselor, Crew Advisors, and a Senior Project Coordinator for their engagement in the college prep process. All students are supported to be accepted into college.

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	$tbd
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	$1,573,731.00

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

$tbd	Total Projected LCFF Revenues for LCAP Year

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

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

Goal 1	Students read, write, and speak the English Language proficiently, are mathematically proficient in skills and content, and are proficient in science, and social science skills and content. Students have access to curriculum, instruction, and assessment that reinforces deep student thinking and problem solving.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☒ 3 ☒ 4 ☒ 5 ☒ 6 ☒ 7 ☒ 8
COE ☐ 9 ☐ 10
LOCAL <u>Specify NJUHSD 2020 Vision</u>

ANNUAL MEASURABLE OUTCOMES

EXPECTED

A. Meet or exceed growth API target as applicable – (when applicable)
B. Baseline data will be established this year on the CAASPP state testing based on 15-16 testing results on SBAC for our first 11th grade class
C. Meet or exceed district/comparable school achievement in CAASPP and CAHSEE (if available) state testing
D. SBAC English: 85%
E. SBAC Math: 80%
F. Science CST 75% proficient
G. EL Students will move toward proficiency as documented by CDELT Scores (if applicable)
H. Baseline data will be established this year on EAP Scores (if applicable)
I. Baseline data will be established this year on AP Scores (if applicable)
J. Maintain EL Reclassification Rate
K. Maintain 100% highly qualified teachers with no misassignments
L. Maintain 100% sufficiency in standards aligned instructional materials, including ELD standards to support the implementation of adopted state standards.
M. Meet 100% A-G requirements in our course offerings
N. 90% of students at each grade level will show evidence of earning the majority of credits applicable to reaching graduation and credit requirements as outlined in the SAEL charter, including unduplicated students and students with exceptional needs.

ACTUAL

A. Meet or exceed growth API target as applicable – N/A
B. See below for baseline data on English and Math SBAC tests
C. Meet or exceed district/comparable school achievement in CAASPP (see below) and CAHSEE (N/A) state testing
D. SBAC English: 20% proficient (District: 61% and State: 56%)
E. SBAC Math: 20% proficient (District: 34% and State: 29%)
F. Science CST: 98% proficient ranked in the 97th percentile (District: 84% State: 82%)
G. EL Students will move toward proficiency as documented by CDELT Scores - N/A
H. Baseline data will be established this year on EAP Scores - N/A
I. Baseline data will be established this year on AP Scores: 4.5 average (out of 5)
J. Maintain EL Reclassification Rate - N/A
K. Maintained 100% highly qualified teachers with no misassignments
L. Maintained 100% sufficiency in standards aligned instructional materials, including ELD standards to support the implementation of adopted state standards.
M. Met 100% A-G requirements in our course offerings
N. 90% of students at each grade level show evidence of earning the majority of credits applicable to reaching graduation and credit requirements as outlined in the SAEL charter, including unduplicated students and students with exceptional needs.
O. EL Education Implementation Review Score on par with Credentialing Process Goals: The score of 102 is 18 points above the goal of 84 for a school in its third year of implementing EL Education.
P. 85.7% believe SAEL is meeting the expectations of our program based on Student, Family, Staff Survey Results

O. EL Implementation Review Score on par with Credentialing Process Goals
P. 90% of Student, Family, Staff Survey Results show positive growth
Q. 100% of students will have access to Honors level coursework in core classes in grades 11 and 12

(Mastery of Knowledge and Skills/Traditional Measures of Student Achievement)

Q. 100% of students had access to Honors level coursework in core classes in grade 11
R. 100% HS graduation rate

(Mastery of Knowledge and Skills/Traditional Measures of Student Achievement)

ACTIONS / SERVICES

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

Action 1

Actions/Services

PLANNED	ACTUAL
Hire appropriately, highly qualified staff	Hire appropriately, highly qualified staff

Expenditures

BUDGETED	ESTIMATED ACTUAL
Teaching Staff Salaries 1000-1999: Certificated Personnel Salaries $588,000	Teaching Staff Salaries 1000-1999: Certificated Personnel Salaries 480,877
Teacher Benefits 3000-3999: Employee Benefits $220,000	Teacher Benefits 3000-3999: Employee Benefits 200,000
Special Education funding $66,000	Special Education Funding 66,000

Action 2

Actions/Services

PLANNED	ACTUAL
Staff will create and implement CCSS-aligned interdisciplinary, project-based curriculum	Staff created and implemented CCSS-aligned interdisciplinary, project-based curriculum

Expenditures

BUDGETED	ESTIMATED ACTUAL
Contract with Expeditionary Learning 5000-5999: Services And Other Operating Expenditures 35,000	Contract with Expeditionary Learning 5000-5999: Services And Other Operating Expenditures 35,000
Curriculum Materials 4000-4999: Books And Supplies 10,000	Curriculum Materials 4000-4999: Books And Supplies 5,900
Jump Rope mastery based grading program 2,250	Jump Rope mastery based grading program 3,000

Action 3

Actions/Services

PLANNED	ACTUAL

SAEL will have appropriate technology to administer SBAC testing and students and staff will be proficient in the use of this technology

Partnerships with local tech businesses will be sought and fostered to support our technology program, professional development, and opportunities for student internship

SAEL has appropriate technology to administer SBAC testing and students and staff will be proficient in the use of this technology

Expenditures

BUDGETED
Technology budget 4000-4999: Books And Supplies 62,500

Supplies budget 4000-4999: Books And Supplies 24,000

ESTIMATED ACTUAL
Technology Budget 4000-4999: Books And Supplies 37,106

Supplies budget 4000-4999: Books And Supplies 44,695

Action   **4**

Actions/Services

PLANNED
Staff will engage in professional development to enhance their understandings of the CCSS shifts and implementation of curriculum and instructional strategies that addresses those shifts.

ACTUAL
Staff engaged in professional development to enhance their understandings of the CCSS shifts and implementation of curriculum and instructional strategies that addresses those shifts.

Expenditures

BUDGETED
Staff Conference/PD Expenses   3,000

Substitute cost for teachers out on PD   2,000

Regular weekly Teacher PD embedded in salaries

ESTIMATED ACTUAL
Staff Conference/PD Expenses   8,250

Substitute cost for teachers out on PD   2,000

Regular weekly Teacher PD embedded in salaries

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

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

| Describe the overall implementation of the actions/services to achieve the articulated goal. | High quality Teachers who are properly credentialed and certificated were supported with salaries and benefits comparable to local traditional school districts. Core Teachers were also supported with on site Common Planning every Tuesday and Thursday afternoon and weekly PD every Friday afternoon for all teaching staff ensuring all curriculum was standards based. Our professional contract with EL Education helps us stay current with the latest research and best practices for teaching and learning when implementing the Common Core. Off Site Professional Development supported teachers to learn better techniques in implementing curriculum and instruction practices that help them teach to the Common Core. JumpRope mastery based grading program and comment tracking system allows teachers to provide regular, consistent feedback to students about their progress in reaching learning targets or objectives that are directly adapted from the Common Core state standards. Technology and supplies were used to support learning of Common Core State Standards for our students through innovative teaching and learning practices that will support students to demonstrate proficiency on CAASPP testing. |

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Teachers had no mis-assignments, were all properly credentialed, and were implementing innovative teaching and learning practices directly based on implementing the Common Core and in support of them demonstrating proficiency on the CAASPP tests. Our Science CST results demonstrate major positive performance as do our AP average scores. Unfortunately, with a small first graduating class who all transferred to us at different times and who all bought into our curriculum model in varying levels with a majority having history of not demonstrating proficiency on standardized tests (8th grade results we could find) and in credit accumulation, our test scores demonstrate a great difference in the goal and the actual scores on the SBAC English and Math scores. SAEL is implementing the Expeditionary Learning model on a high level and is ready to engage in the credentialing process. Research demonstrates that schools that implement EL on a high level for a prolonged period of 5 or more years end up outperforming local districts, on average. The goal is to continue to implement this curriculum model on a high level and to continue to receive stakeholder feedback that the school model is being implemented as promised.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Our student ADA predictions were high and therefore our budget reduced accordingly as our student numbers decreased. Our materials and supplies expenditures increased as a generous donor provided $10,000 to double match $5,000 raised by our community for science specific supplies. Our revenue therefore increased accordingly as well offsetting this cost. We ensure all students had 1:1 Chromebooks, but with less ADA, there was less opportunity to get above and beyond technology for student experimentation and use. We instead relied more heavily on free hard and software technology such as weebly, video creation services, Google Sketch Up, etc.
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.	We will be investing even more heavily in off site EL professional development with a special focus on creating high quality learning targets directly related to the CCSS, formative and summative assessments, and the implementation of EL curriculum and teaching methods in general. All our new teachers will be going to targeted PD for onboarding and veteran staff will be going to more advanced professional development to ensure differentiation for all our teaching team members. This is demonstrated in the LCAP in a increased EL contract.

[Annual Update](#)   **LCAP Year Reviewed: 2016-17**

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

Goal 2	Students and families will become CREW at SAEL and develop an ownership of the character traits and the culture that results from learning and teaching about those. Students will develop an ownership of the SAEL character traits and CREW culture. (The character traits are: Grit, Integrity, Craftsmanship, Advocacy, Collaboration, Curiosity. CREW is a class and a way of being: we are CREW, not passengers.)

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☒ 2 ☒ 3 ☐ 4 ☒ 5 ☒ 6 ☐ 7 ☐ 8
COE ☐ 9 ☐ 10
LOCAL   NJUHSD 2020 Vision

[ANNUAL MEASURABLE OUTCOMES](#)

EXPECTED	**ACTUAL**
A. 95% School Attendance Rates B. <5% Chronic Absenteeism Rates C. N/A Middle School Drop Out Rates D. <1% High School Drop Out Rates E. 99% High School Graduation Rates F. <5% Pupil Suspension Rates G. <5% Pupil Expulsion Rates H. 90% Positive Growth Students, Family, Staff Surveys I. 100% All School Meeting and Fundraiser Attendance/Participation Rates over the year J. 100% existence of Parent Attendance at Family and Site Council Meetings K. At least one Parent involved on SAEL Board as evidenced by membership number L. 95% IEP, 504, Transition, SST Parent Attendance M. 90% of students Crew Mastery Grades and Character Survey results demonstrate growth on character traits N. 100% participation in Student Led Conferences O. 95% passing in 10th Grade Passages P. EL Implementation Review Score on par with Credentialing Process Goals Q. Monitor and maintain Exemplary/Good Overall ratings in facilities review and work with NJUHSD if there is an issue	A. 91.5% School Attendance Rates B. 30% Chronic Absenteeism Rates C. N/A Middle School Drop Out Rates D. 0% High School Drop Out Rates E. 100% High School Graduation Rates F. 4.23% Pupil Suspension Rates G. <0% Pupil Expulsion Rates H. 84% Positive Growth Students, Family, Staff Surveys I. 100% All School Meeting and Fundraiser Attendance/Participation Rates over the year J. 100% existence of Parent Attendance at Family and Site Council Meetings K. Two Parents involved on SAEL Board as evidenced by membership number L. 95% IEP, 504, Transition, SST Parent Attendance M. 95% of students Crew Mastery Grades and Character Survey results demonstrate growth on character traits N. 100% participation in Student Led Conferences O. 100% passing in 10th Grade Passages by end of year P. EL Implementation Review Score on par with Credentialing Process Goals Q. Monitored and maintained Exemplary/Good Overall ratings in facilities review and worked with NJUHSD if there is an issue

ACTIONS / SERVICES

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

Action 1

Actions/Services

PLANNED	ACTUAL
SAEL will create spaces conducive to learning and collaborative work	SAEL created spaces conducive to learning and collaborative work

Expenditures

BUDGETED	ESTIMATED ACTUAL
Supplies budget 24,000	Supplies budget 44,695

Action 2

Actions/Services

PLANNED	ACTUAL
SAEL Crew Curriculum will be developed and followed to teach SAEL character traits.	SAEL Crew Curriculum will be developed and followed to teach SAEL character traits.

Expenditures

BUDGETED	ESTIMATED ACTUAL
Regular weekly Teacher PD embedded in salaries	Regular weekly Teacher PD embedded in salaries
Teacher salaries include the teaching of a Crew class	Teacher salaries include the teaching of a Crew class

Action 3

Actions/Services

PLANNED	ACTUAL
SAEL community events will be held to breed parent engagement and community involvement	SAEL community events will be held to breed parent engagement and community involvement

Expenditures

BUDGETED	ESTIMATED ACTUAL
Supplies budget 24,000	Supplies budget 44,695

Action 4

Actions/Services

PLANNED	ACTUAL
Fieldwork and service will be regular aspects of the school program	Fieldwork and service will be regular aspects of the school program

Expenditures

BUDGETED	ESTIMATED ACTUAL
Fieldwork budget 15,000	Fieldwork budget 20,185

ANALYSIS

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	Daily Crew was implemented, teachers received training in PD for implementing Crew, and time in PD to plan Crew curriculum. Fieldwork was used as new student orientation and as a way to make the learning go deeper. Students engaged in Crew curriculum which focused on the character traits, growth mindset, academic mindsets etc. The character-based Crew curriculum helped students learn the importance of coming to school every day, the consequences for discipline and absenteeism, and the proactive ways to stay connected to the community. The students took the annual character survey in addition to getting regular character grades.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Students reported growth in character traits and growth mindset. Students reported high levels of belonging, ability to succeed, value of work, and how ability can grow with effort. Our attendance rate is based on not counting ADA for seniors when they were on their full day internship experience which they advocated for and we chose to pilot (on advice from our auditor) without counting the ADA for it this year to be conservative and ensure accountability as we learned the best way to monitor and support students in their internships. Parent and family participation in formal Site Council and Board is evident. Informal participation in events and volunteering has been clearly monitored and is evident as well. Our graduation rate of 100% meant all our seniors graduated with us and any students who have left us have transferred effectively and not dropped out. Our suspension rates demonstrate a small rate of suspension while we have clearly documented other means of intervention to both proactively and positively affect change in behavior before students get to the point of suspension or expulsion.

Our Senior Internship was great for supporting seniors to engage in practice for college and career, their internship days were a pilot program and did not count for ADA. Although we monitor attendance closely, have a robust, auditable independent study policy for long term absences that is expressed openly and often to all families, students, and staff, have a new Attendance Aide this year, pass our audits with clearly thorough attendance record keeping, provide reminders and support to students and families around the importance of being at school, have an annual attendance challenge month, have Crew Advisors checking in with students when unanticipated absences occur, make it clear that we are funded based on attendance, and engage in the SARB process when appropriate, our chronic absenteeism rate is still too high. The 30% is overall and even if we remove Senior Internship data from this count unofficially, the chronic absenteeism rate is still over 10%. |
| Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. | As stated in Goal 1, an increase in donations for science meant an increase in the materials and supplies expenditures accordingly. Also fieldwork involved greater donation revenue this year which meant greater ability to offer more fieldwork and therefore spend more on fieldwork. |

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.

We have put in place more regular check ins for the SARB process and chronic absenteeism numbers with our Attendance Aide and Character Dean. You will see those salaries still reflected in the staffing monies for the LCAP. You will also see that Crew continues to be an important part of developing character and belonging at SAEL and is in the LCAP as funded by teacher salaries. The Senior Internship will also count toward attendance next year. The Senior Project will involve more time on campus with more support for all students. It can be found in the LCAP in the summary of how unduplicated students are supported.

Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 3	Students will create high quality student work and a culture and ethic of excellence at SAEL.

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
A. 100% core staff participation in High Quality Student Work in Protocol B. 100% core staff participation in Looking at Student Work Protocol C. EL Implementation Review Score on par with Credentialing Process Goals D. 90% Positive Growth Students, Family, Staff Surveys E. 100% All School Meeting and Fundraiser Attendance/Participation Rates over the year F. 95% IEP, 504, Transition, SST Parent Attendance G. 100% participation in Student Led Conferences where High Quality Work is present H. 95% passing in 10th Grade Passages where High Quality Work is present I. EL Implementation Review Score on par with Credentialing Process Goals J. 100% of students demonstrate progress toward graduation requirements on transcripts (High Quality Student Work)	A. 100% core staff participation in High Quality Student Work in Protocol B. 100% core staff participation in Looking at Student Work Protocol C. EL Implementation Review Score on par with Credentialing Process Goals (102 which is 18 points above the target of 84 for a third year school) D. 84% Positive Growth Students, Family, Staff Surveys E. 100% All School Meeting and Fundraiser Attendance/Participation Rates over the year F. 95% IEP, 504, Transition, SST Parent Attendance G. 100% participation in Student Led Conferences where High Quality Work is present H. 100% passing in 10th Grade Passages where High Quality Work is present I. EL Implementation Review Score on par with Credentialing Process Goals (see above) J. 100% of students demonstrate progress toward graduation requirements on transcripts (High Quality Student Work)

ACTIONS / SERVICES

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

Action 1

Actions/Services

PLANNED	ACTUAL
Teachers will engage in professional development to learn about high quality student work, create a growth mindset, and craft Crew curriculum around craftsmanship.	Teachers engaged in professional development to learn about high quality student work, create a growth mindset, and craft Crew curriculum around craftsmanship.

Expenditures

BUDGETED	ESTIMATED ACTUAL
Staff Conference/PD Expenses 3,000	Staff Conference/PD Expenses 8,500
Substitute cost for teachers out on PD 2,000	Substitute cost for teachers out on PD 2,000
Regular weekly Teacher PD embedded in salaries	Regular weekly Teacher PD embedded in salaries

Action 2

Actions/Services

PLANNED	ACTUAL
Parents and community members will attend Bi-annual Student Led Conferences Students will create portfolios demonstrating their work and growth over time Teachers will document student growth and self assessment on learning targets linked to standards	Parents and community members attended Bi-annual Student Led Conferences Students created portfolios demonstrating their work and growth over time Teachers documented student growth and self assessment on learning targets linked to standards.

Expenditures

BUDGETED	ESTIMATED ACTUAL
Tech budget (supporting creation of electronic portfolios) 62,500	Tech budget (supporting creation of electronic portfolios) 37,100
Jump Rope budget 2,500	Jump Rope budget 3,000

ANALYSIS

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	Teachers engaged in regular PD where the High Quality Student Work and Looking at Student Work protocols were implemented. PD is embedded in teacher salaries for on site PD and off site PD was offered for selected staff members. Students receive regular feedback via the online JumpRope grading program. This allows students to get feedback, engage in revision, and support creating high quality work. All students have e-portfolios and all students present on these at Student Led Conferences and Passages. Our Special Education program ensures parents are highly engaged in the supporting processes for students with special needs.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Our actions and services were effective as evidenced by our data. Students were creating high quality student work, embedding it into portfolios, and engaging with parents and family members as they did this in Student Led Conferences and Passages. All students rose to the challenge of Passages. Teachers engaging in student work protocols ensured there was great reflection on the complexity, authenticity, and craftsmanship of the work students are creating. Teachers are implementing the EL model on a high level which means high quality work is being seen by an outside audience (EL School Designer) and evidence is being tracked for the level of the work being produced by the students.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	As explained in Goal 1 fewer ADA meant a lesser need for materials and supplies along with a greater purchase in the science supplies area because of donations from community members for a specific science campaign. PD expenses were slightly higher for the PD we engaged in through the UC guidance system, Expeditionary Learning, and other local PD opportunities that were very helpful to our teachers.
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.	We will continue to focus on these similar goals, outcomes, metrics, and actions in order to support students to create High Quality Student Work. In addition, new teachers will be sent to an EL training on scaffolding student to High Quality Student Work. This will be reflected in a larger EL Education contract in the LCAP and budget.

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 4	Students use technology to enhance and explain their learning, to finding solutions to problems, and to show technological literacy.

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
A. 100% of students engaged in 1:1 Chromebook program B. 100% of students participate in biannual Student Led Conferences C. 100% of students have electronic portfolios D. 100% of students participate fully in SBAC testing using Chromebooks E. 45% of student work in LASW and HQSW protocols demonstrate use of technology F. 100% of IEP goals involving technology use or accommodations are implemented G. 100% of students without internet access at home can use their Chromebook offline (Strategic Use of Technology)	A. 100% of students engaged in 1:1 Chromebook program B. 100% of students participate in biannual Student Led Conferences C. 100% of students have electronic portfolios D. 100% of students participate fully in SBAC testing using Chromebooks E. 65% of student work in LASW and HQSW protocols demonstrate use of technology F. 100% of IEP goals involving technology use or accommodations are implemented G. 100% of students without internet access at home can use their Chromebook offline

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	Students will have one to one Chromebooks and access to Google Apps for Education for use at home and at school	Students have one to one Chromebooks and access to Google Apps for Education for use at home and at school
	BUDGETED	ESTIMATED ACTUAL
Expenditures	Tech budget (supporting creation of electronic portfolios) 62,500 Regular weekly Teacher PD embedded in salaries	Tech budget (supporting creation of electronic portfolios) 37,000 Regular weekly Teacher PD embedded in salaries

Action 2

	PLANNED	ACTUAL
Actions/Services	SAEL space and rooms will be wired effectively for all students and staff to regularly and simultaneously access the internet for use on their chromebooks/lap tops with speed and efficiency	SAEL space and rooms were wired effectively for all students and staff to regularly and simultaneously access the internet for use on their chromebooks/lap tops with speed and efficiency
	BUDGETED	ESTIMATED ACTUAL
Expenditures	Internet budget 5,200	Internet Budget (Client Works) 3,747

Action 3

	PLANNED	ACTUAL
Actions/Services	Staff use technology to analyze student data to monitor progress	Staff use technology to analyze student data to monitor progress
	BUDGETED	ESTIMATED ACTUAL
Expenditures	CSMC including Powerschool and Calpads reporting 57,600	CSMC including Powerschool and Calpads reporting 57,600

ANALYSIS

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	Students were given access to the 1:1 Chromebook program and it was monitored and supported. All students created e-portfolios which were monitored and presented on in Student Led Conferences and Passages. Student work was analyzed in PD protocols that looked at the percentage of Tech used to create high quality work at SAEL. SBAC testing was administered well on school Chromebooks to all students (except for the one that opted out of one of the tests). All students with IEPs that have technology use goals or accommodations are implemented.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	There was great effectiveness in strategically implemented the use of technology across the curriculum with all students. Students were able to have access to the necessary technology and were supported in using it in innovative and effective ways to take their learning deeper and to present it out to their parents and community members.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	There was fewer ADA than predicted and therefore fewer students needed materials and supplies and technology overall. Also, we ensured that the budget was intact for fulfilling basic technological needs like the hardware of Chromebooks, internet wiring, and software like Google Apps for Education to ensure the basic goals of the program could be met. However, above and beyond technological equipment purchases needed to be reduced in order to fulfill the total goals of the program. There was also an Amazon Wish List started for above and beyond supplies that some parents funded which meant our technology budget could shrink further.
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, outcomes, metrics, and actions will be similar as we continue to build our program and move into the 4th year of our school. There will be additional professional development for new teachers in strategically using technology to create high quality work as evidenced by the increase in the EL contract for PD on creating high quality student work.

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

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

Goal 5	Students will meet all the graduation requirements for SAEL to ensure all doors are open to them upon graduation (ie. Four year college, trade school, military or military academy, gap year program, etc)

State and/or Local Priorities Addressed by this goal:	STATE ☒ 1 ☒ 2 ☐ 3 ☐ 4 ☒ 5 ☐ 6 ☐ 7 ☐ 8
	COE ☐ 9 ☐ 10
	LOCAL Specify NJUHSD 2020 Vision

ANNUAL MEASURABLE OUTCOMES

EXPECTED

A. Maintain WASC Accreditation
B. Maintain A-G class certification
C. Maintain NCAA class certifications
D. Student Transcripts demonstrate 100% of students on track to graduate to meet UC/CSU requirements
E. Meet or exceed CAHSEE passage rates of the local comparables/district (if applicable)
F. CAHSEE ELA: 94% proficient (if applicable)
G. CAHSEE MATH: 94% proficient (if applicable)
H. 100% of graduating seniors applied to college of their choice
I. 100% of graduating seniors accepted into a college or other specific program of their choice

(College and Career Readiness)

ACTUAL

A. Maintain WASC Accreditation
B. Maintain A-G class certification
C. Maintain NCAA class certifications
D. Student Transcripts demonstrate 100% of students on track to graduate to meet UC/CSU requirements
E. CAHSEE N/A
F. CAHSEE N/A
G. CAHSEE N/A
H. 100% of graduating seniors applied to college of their choice
I. 100% of graduating seniors accepted into a college or other specific program of their choice

(College and Career Readiness)

ACTIONS / SERVICES

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

Action 1

Actions/Services

PLANNED	ACTUAL
SAEL staff will support the WASC accreditation and certification of SAEL courses as A-G	SAEL staff will support the WASC accreditation and certification of SAEL courses as A-G

Expenditures

BUDGETED	ESTIMATED ACTUAL
Teacher PD embedded in teacher salaries	Teacher PD embedded in teacher salaries

Action 2

Actions/Services

PLANNED	ACTUAL
Students will engage in field work that provides access to and opportunities for experiences that ensure college and career readiness	Students will engage in field work that provides access to and opportunities for experiences that ensure college and career readiness

Expenditures

BUDGETED	ESTIMATED ACTUAL
Fieldwork budget 15,000	Fieldwork budget 20,000

Action 3

Actions/Services

PLANNED	ACTUAL
Student progress toward mastery of learning targets tied to CCSS will be monitored and analyzed Parents are provided with regular access to the Jump Rope gradebook parent portal	Student progress toward mastery of learning targets tied to CCSS will be monitored and analyzed Parents are provided with regular access to the Jump Rope gradebook parent portal

Expenditures

BUDGETED	ESTIMATED ACTUAL
Jump Rope budget 2,250	Jump Rope budget 3,000

Action 4

Actions/Services

PLANNED	ACTUAL
The SAEL website and calendar will stay up to date with opportunities for family engagement in the college and career process	The SAEL website and calendar will stay up to date with opportunities for family engagement in the college and career process

Expenditures

BUDGETED	ESTIMATED ACTUAL
Yola website budget 150 Google Apps for Education 0 Facebook site 0	Yola website budget 150 Google Apps for Education 0 Facebook site 0

ANALYSIS

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	Students are provided with access to college preparatory curriculum, curriculum based on the implementation of the Common Core and college preparatory curriculum, preparation for SBAC exams, technology and support to effectively take SBAC exams, and the support to engage fully in the college process. Student transcripts demonstrate accumulation of a-g certified class credits so that they are all eligible for the UC/CSU system upon graduation. 100% of seniors graduated with eligibility to the UC/CSU system. 100% of seniors applied to a college or program of their choosing. 100% of seniors were accepted into a program of their choice (college or military).
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Our supports, systems, and structures were effective in supporting students to be college and career ready according to our defined metrics. As the college readiness metrics evolve, it is clear that our standards will need to evolve as well and those are described in the final part of this section. Students were eligible for college, applied, and engaged in the process fully to acceptance.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Fieldwork spending was higher as we received greater initial donations for fieldwork from our families. Fieldwork was utilized to take students into the field and take their learning deeper, in addition to serving as college visits.
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.	In order to ensure college readiness as measured and described by the college and career indicators being outlined by the LCFF evaluation rubrics, our metrics will now include a greater focus on SBAC testing results in this goal as well as in the Mastery of Knowledge and Skills goal. The AP test results will also be included in this section. The percentage of students who are "approaching prepared" and who are "prepared" according to these metrics will be highlighted.

Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 6

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

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**

ANALYSIS

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

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

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

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.

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.

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 7	

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

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**

ANALYSIS

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

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

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

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.

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.

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 8	

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

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**

ANALYSIS

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

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

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

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.

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.

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 9	

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

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**

ANALYSIS

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

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

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

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.

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.

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 10	

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

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**

ANALYSIS

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

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

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

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.

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.

<u>Stakeholder Engagement</u>

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

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

August 2016 Expeditionary Learning Work Plan draft solidified

August 8,9,10,15,16 2016 Professional Development days with teaching staff

August 9, 2016 New Student and Family Orientation

August 2016 Core Council established—looked at all goals

Sept 2016 Annual Coffees with the Principal established for 2016-17:

9/1/16
10/6/16
11/3/16
12/1/16
1/5/17
2/2/17
3/1/17
4/6/17
5/4/17
6/1/17

Family Connection Meetings 2016-17:

8/15.16
9/18/16 Family Connection Back to School Picnic
9/22/16
10/12/16
11/14/16
1/19/17
1/23/17
3/6/17 Family Connection Potluck
3/20/17
4/20/17
5/15/17
6/5/17

August Family Newsletters established 2016-17:
8/22/16
9/14/16
11/4/16

12/18/16
1/22/17
2/1/17
5/1/17
6/15/17

What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representative parents of pupils identified in Education Code section 42238.01?

- When SAEL first launched, Principal Meeting with Community Support Network, Foster Youth Coordinator for Nevada County; also Indian Education Program Director

- Received relevant materials from Country Principal's meeting 16-17 from this county department as updates

- Had representatives attend Community Support Network of Nevada County meetings to share the development of the school program and make sure all agencies are aware of the existence of SAEL

- Consulted with former SAEL Board Member and current SAEL parent Rachel Roos, current Director of Victor Services in Grass Valley and Chico and former head of local CPS, about serving all students and making sure all families are aware of the SAEL program.

- Appointed Office Manager Suzanne Hardin, then Guidance Counselor Kristina McLean, as Homeless Liaison. Suzanne and Kristina consulted with more experienced Homeless Liaison at Silver Springs initially and as needed throughout the school year.

September 2015 Board Members all given new binder packets (if needed) with all pertinent onboarding and operational documents in it

All School Meetings:

9/13/16
1/24/17

Financial Council works off LCAP goals for budgeting:

10/6/16
2/9/17
6/15/17

August 2016-February 2017 Information Sessions held at SAEL and at local schools (Nevada City School of the Arts, Lyman Gilmore, Yuba River Charter School, Nevada City Charter, 7 Hills) to ensure families from all areas could find information about SAEL, our goals, and our current budget. In addition, we flyered extensively in all areas, provided Spanish translation to key documents, and emphasized that we were tuition-free in order to attract and recruit students and families from a variety of backgrounds.

October EL National Conference attendance and professional development with staff around the credentialing process

SAEL Booster Club acts in support of fundraising to help achieve LCAP goals with regular meetings throughout 16-17. Board reports provided.

Site Council meetings

9/8/16
11/12/16
1/10/17

2/22/17
3/2/17
4/20/17
5/17/17
6/15/17

SAEL Website continually up to date with pertinent documentation and board packets

SAEL Survey (Spring 2017) responses collected and analyzed in Core Council, Family Connection, Crew, and reported to the SAEL Board in the Principal Report. Information is shared with families and students as data for how we make decisions at SAEL in Family Newsletters and at All Family Meetings.

SAEL Expeditionary Learning Work Plan Brainstorm Session between SAEL Principal and Expeditionary Learning School Designer

4/20/17
4/21/17
5/15/17

- The Expeditionary Learning Credentialing process was also discussed.

Discussion of LCAP development in SAEL Board Meeting and LCAP in public packet:

5/18/17
6/15/17

New Student Info Session

5/16/16

SAEL Staff approves LCAP

6/15/17

Site Council approves LCAP

June 2017

Nevada County Office of Education is provided with LCAP for review

June 2017

NJUHSD Superintendent is provided with LCAP for review

June 2017

SAEL Board approves LCAP

6/15/17

IMPACT ON LCAP AND ANNUAL UPDATE

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

Principal and Expeditionary Learning School Designer worked together to design Expeditionary Learning annual Work Plan which outlined teacher, leader, and school goals around student and school achievement that would guide professional development, curricular, instructional, and school development goals for the school year. This plan is meant to complement the bigger picture goals of the LCAP in order to realize them on a daily level in the classroom. It also ensures the realization of the Expeditionary Learning model, a nationwide model with research-based evidence of success when implemented fully.

SAEL Expeditionary Learning Work Plan Goals examined with teachers. Goals guide our professional development work and link directly to LCAP goals and goals in our charter. Work Plan was adjusted based on what Principal and School Designer saw in PD session with teachers to ensure clear goals were designed to support the realization of the school goals with the existing teacher team assembled. This was the first time the full teacher team was assembled for this new start up school.

LCAP is explained, introduced, and discussed as something the Site Council will address more in depth. Families are welcome to join Site Council as we are just forming it. Family Council will also be introduced to it and Coffee with the Principals will provide an opportunity for families to ask about it as well.

All families on the free and reduced lunch list were called to ensure they knew about the meeting (if they did not RSVP) before and received all information after the meeting was held so the voices of students and families in our unduplicated counts could be heard. This became common practice for us.

The Core Council, a group Core Academic teachers at SAEL, became a structure similar to an Instructional Leadership Team in addition to becoming the faculty leadership group that would often contribute feedback to major school-wide decisions around salary step schedule, school calendar, assessment calendar and implementation, and data collection and analysis.

Monthly Coffees with the Principal allowed another venue for families to interact with the SAEL Principal about concerns, suggestions, and clarifications around school policies and procedures, including the LCAP. These meetings surfaced that families were initially concerned with how a new school was going to be viewed in the eyes of colleges and universities and it helped to demonstrate how college and career readiness was embedded in our charter goals and also our LCAP goals. This supported our creation and maintenance of this goal in our LCAP.

Initial Coffees dealt with Charter renewal, goals for the school (LCAP and charter aligned) and staffing changes in the initial months.

Family Council is an opportunity to provide families a more directly influential voice in addition to empowering family members to directly interact with each other to build our community. Family Council reviewed LCAP goals and how they related to the SAEL Charter Mission, Vision, and Goals, NJUHSD 2020 Vision, state priorities, and EL Work Plan goals in order to ground the work in the vision and goals of the school. This allowed the LCAP goals to be known by the most influential connectors in our community. These parents did not all join the Site Council for the more significant digs into the LCAP, but they could represent the purpose and goals of the LCAP to the other family members in our community.

A low income rep was sought. A certificated local social worker has been on the Family Council and Site Council the entire year and all of last year, has worked to incorporate a voice for the families with low incomes, and has reached out directly to support and help recruit families to attend the meetings. The Picnic, Family Fun Night, Charter Renewal Dinner, and Book Club were all other ways the Family Council tried to recruit and include other families.

Outreach is done by Family Council to recruit students, spread word about the school, connect existing families, and ensure all community groups are aware of our school program. Community organizations like Sierra Madres and Padres, the Community Support Network, and online communities like the Nevada County Peeps were contacted in order to ensure our school was fulfilling our goals of representing the greater community. This also allowed a greater audience of community members to know about our program, regular, public board meetings, and the general goals and mission of the school. The LCAP reflects the inclusive school community we have built, in addition to the community organizations with which we partner for support and fieldwork.

From the initial picnic the Charter renewal process was explained and families were recruited for Councils and to give input on charter development if they would like.

Several times throughout the marking period families received a Family Newsletter which allowed families to be given information about major school developments, including the process of LCAP review. This was another venue for families to respond to and approach the SAEL Principal about concerns, suggestions, or questions regarding school development.

All students who self report not having internet at home are given home paper copies of the newsletters.

Newsletters also gave information about ways to get involved and about the upcoming Charter renewal process.

- The SAEL application continues to have a way for families to indicate foster youth status on the form to ensure our families of foster youth are tracked and supported.

- Nevada and Placer county foster youth coordinator contact information readily available, although we did not have any foster youth this school year at SAEL

- SAEL administration knows the services available to support Foster youth and their families. Office Manager and Guidance Counselor work closely with any families that may be on the radar for potential foster youth

- More thorough information about Foster youth status continues to be collected by SAEL and this will allow us to make our best projections about student numbers and budget to support those students' needs

- Most importantly, the relationship has been established as SAEL continues to establish itself, add students, grow, and become a school in order to fully support all foster youth and their families at SAEL

- At this point there are no foster youth identified at SAEL, but we work closely with the Foster Youth Coordinator as we do have several students who were previous foster youth and now adopted. This has led us to developing a good relationship with the county coordinator and other community organizations that support adopted families ie. Sierra Forever Families.

The LCAP is distributed to all current and future board members in this way and reviewed in an onboarding meeting for any new members who were not involved in the former adoption process.

LCAP was explained, goals addressed, and families recruited for Site Council that would do more significant digging into the review of the LCAP.

The Financial Council, consisting of our business manager representative from CSMC, SAEL Principal, and representative from the SAEL board reviewed the LCAP, goals, and ensured that these would guide our budgeting decisions and practices as they are based on fulfilling the mission and vision of the school and the goals in the SAEL Charter.

Our LCAP is informed by a diverse population of students and families spanning a geographical area that incorporates rural, urban, and suburban families across a spectrum of socioeconomic backgrounds, cultural heritages, and ethnic identifications.

The implementation of the Expeditionary Learning model has research-based results the support a high level of student achievement. EL has incorporated a credentialing process with clear goals and benchmarks. This process was incorporated into the goals of the LCAP initially and was now being explained to the staff as how we are guiding our school conditions, instruction, and curriculum goals which will lead to the realization of the goals in our LCAP and charter.

SAEL Boosters hold fundraising events and the majority of families and students contributed in one way or another. The LCAP and budget goals were reviewed with the Booster Club as it was established with an official board and officers.

Site Council is established after recruitment efforts were made in the community and other representative groups were established. The Site Council does extensive review of Charter Goals, NJUHSD 2020 Vision, state priorities, and LCAP Goals. This group works through the LCAP monitoring and revision process and their input has influenced how the LCAP budgeting and data monitoring has occurred.

Families, students, and family members interested in SAEL could view the charter document, LCAP, budget, and budget projections along with the school vision, key elements, and goals. Several families provided input based on the information they received from these publicly posted documents and ideas. This allows the community and public to have access to our important documents including, but not limited to, our Charter, LCAP, latest WASC assessment, and 5 year budget projections. This has allowed feedback to come through based on available documentation.

The SAEL Survey provided feedback about the realization of school goals and promises of vision, desired coursework students/families would like to see added, support teachers are receiving, and satisfaction with the program in general. The data analysis process occurred with every layer of our community in order to ensure feedback was heard and incorporated. The LCAP shows a large financial support for staff and teachers and the Survey confirmed that families, students, and staff feel the people who are creating the community are what is making the school what it is. The student academic and character success was attributed to having the staff that we have and this supported the idea in the LCAP of putting our most significant amount of fiscal resources behind supporting this staff. This has been confirmed multiple years in our surveys.

This Survey was electronic and computers were provided at our biannual student led conferences and families were invited to complete the survey then in order to ensure equal access for those families that do not have internet at home. This ensured we received a wide range of voices, and we especially targeted including the families on our free and reduced lunch list. The survey was anonymous, but approximately 75% of our family and student population engaged.

The Expeditionary Learning School Designer acts as a liaison to SAEL from the Expeditionary Learning national network of support. The Work Plan acts as a goal-based document or strategic plan for the school and is built upon, reviewed, and analyzed each year by the school staff. The School Designer brings a wealth of knowledge about national best practices, trends in education, and start up school development timelines to the process of the LCAP. At this point in SAEL's development, SAEL did not have any other staff members hired. In addition, the credentialing process and priorities of our model for both short term and long term success in Expeditionary Learning influenced how we crafted our LCAP goals.

The SAEL Board reviewed the current LCAP publicly and commented on how it was developed with our best thinking at the time. The Board was positive about our working toward these goals. Families knew about the meeting and the ability to make public comment there. The board was made aware of all efforts to inform and include all members of our community in LCAP development in addition to anticipated reviews and revisions based on the current situation. New Board Members were made aware that we made the LCAP during our planning year with our best, data-based estimates and by using existing goals and our vision and mission to drive this. The Board directed that the SAEL Principal continue on the current path in reviewing and revising the LCAP.

New families enrolling in 9th grade next year were introduced to the school. The LCAP and council opportunities were mentioned and provided for feedback or the ability to join in next school year.

SAEL staff offers approval of the LCAP

Site Council approves LCAP

Feedback incorporated

Authorizing district is provided LCAP in advance of approval

LCAP Approved by SAEL Board before annual budget

The SAEL Principal, Family Council, Site Council, and Booster Club works hard to incorporate all voices and feedback into the process of LCAP development. The SAEL Board of Directors regularly reviews the LCAP and receives updates in the Principal Report. This meant an open door policy was established as a part of the culture from the beginning of the school launch while other specific structures were incorporated as entry points for consultation and engagement around the LCAP (ie Coffees with the Principal, All School Meetings, Family, Site, Core, and Financial Council, and Surveys). This has allowed multiple perspectives to be incorporated along with the continued recruitment of gaining access to even more voices in these established structures. The Site Council provides significant feedback to the SAEL Principal (and therefore the SAEL Board) around the realization of the goals in the LCAP both fiscally and programmatically. All sources for the goals (SAEL Charter, NJUHSD 2020 Vision, State priorities, EL Credentialing Process, WASC

feedback) were consulted throughout this process this year in order to ground our Councils in the rationale and to build background knowledge as we dug deeper. This has empowered those more intimately involved in the process to be able to represent it and our rationales for it to the greater SAEL community.

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	Students read, write, and speak the English Language proficiently, are mathematically proficient in skills and content, and are proficient in science, and social science skills and content. Students have access to curriculum, instruction, and assessment that reinforces deep student thinking and problem solving.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☒ 3 ☒ 4 ☒ 5 ☒ 6 ☒ 7 ☒ 8
COE ☐ 9 ☐ 10
LOCAL NJUHSD 2020 Vision

Identified Need

NEED: With the implementation of the Common Core State Standards and the emphasis on critical thinking skills, we need to develop systems that ensure student exposure to those ideas and skills based on assessment data and stakeholder feedback.

METRICS: Formative and summative assessments: API, SBAC Interims and Summatives, CAHSEE, CDELT, Science CST, Student transcripts to include course completion, EL reclassification, Highly qualified teachers, teacher misassignments, standards aligned to instructional and curricular materials.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
A. Meet or exceed growth API target as applicable – (when applicable) B. Meet or exceed district/comparable school achievement in CAASPP and CAHSEE (if available) state testing C. SBAC English D. SBAC Math: E. Science CST	A. Meet or exceed growth API target as applicable – (when applicable) B. Meet or exceed district/comparable school achievement in CAASPP and CAHSEE (if available) state testing C. SBAC English: 20% D. SBAC Math: 20% E. Science CST 98% proficient	A. Meet or exceed growth API target as applicable – (when applicable) B. Meet or exceed district/comparable school achievement in CAASPP and CAHSEE (if available) state testing C. SBAC English: 90% D. SBAC Math: 85% E. Science CST 85% proficient	A. Meet or exceed growth API target as applicable – (when applicable) B. Meet or exceed district/comparable school achievement in CAASPP and CAHSEE (if available) state testing C. SBAC English: 90% D. SBAC Math: 85% E. Science CST 85% proficient	A. Meet or exceed growth API target as applicable – (when applicable) B. Meet or exceed district/comparable school achievement in CAASPP and CAHSEE (if available) state testing C. SBAC English: 90% D. SBAC Math: 85% E. Science CST 85% proficient

F. EL Students will move toward proficiency as documented by CDELT Scores (if applicable) G. Baseline data will be established this year on EAP Scores (if applicable) H. AP Scores I. Maintain EL Reclassification Rate J. Maintain highly qualified teachers with no misassignments K. Maintain sufficiency in standards aligned instructional materials, including ELD standards to support the implementation of adopted state standards. L. A-G requirements in our course offerings met M. Students at each grade level will show evidence of earning the majority of credits applicable to reaching graduation and credit requirements as outlined in the SAEL charter, including unduplicated students and students with exceptional needs. N. EL Implementation Review Score on par with Credentialing Process Goals O. Student, Family, Staff Survey Results show positive growth (Mastery of Knowledge and Skills/Traditional Measures of Student Achievement)	F. EL Students will move toward proficiency as documented by CDELT Scores (if applicable) G. Baseline data will be established this year on EAP Scores (if applicable) H. AP Scores average: 4.5 I. Maintain EL Reclassification Rate -- N/A J. Maintained 100% highly qualified teachers with no misassignments K. Maintained 100% sufficiency in standards aligned instructional materials, including ELD standards to support the implementation of adopted state standards. L. Met 100% A-G requirements in our course offerings M. 90% of students at each grade level will show evidence of earning the majority of credits applicable to reaching graduation and credit requirements as outlined in the SAEL charter, including unduplicated students and students with exceptional needs. N. 102 EL Implementation Review Score on par with Credentialing Process Goals O. 90% of Student, Family, Staff Survey Results show positive growth (Mastery of Knowledge and Skills/Traditional Measures of Student Achievement)	F. EL Students will move toward proficiency as documented by CDELT Scores (if applicable) G. Baseline data will be established this year on EAP Scores (if applicable) H. AP Scores: 80% score 3 or higher I. Maintain EL Reclassification Rate J. Maintain 100% highly qualified teachers with no misassignments K. Maintain 100% sufficiency in standards aligned instructional materials, including ELD standards to support the implementation of adopted state standards. L. Meet 100% A-G requirements in our course offerings M. 90% of students at each grade level will show evidence of earning the majority of credits applicable to reaching graduation and credit requirements as outlined in the SAEL charter, including unduplicated students and students with exceptional needs. N. EL Implementation Review Score on par with Credentialing Process Goals O. 90% of Student, Family, Staff Survey Results show positive growth (Mastery of Knowledge and Skills/Traditional Measures of Student Achievement)	F. EL Students will move toward proficiency as documented by CDELT Scores (if applicable) G. Baseline data will be established this year on EAP Scores (if applicable) H. AP Scores: 85% score 3 or higher I. Maintain EL Reclassification Rate J. Maintain 100% highly qualified teachers with no misassignments K. Maintain 100% sufficiency in standards aligned instructional materials, including ELD standards to support the implementation of adopted state standards. L. Meet 100% A-G requirements in our course offerings M. 90% of students at each grade level will show evidence of earning the majority of credits applicable to reaching graduation and credit requirements as outlined in the SAEL charter, including unduplicated students and students with exceptional needs. N. EL Implementation Review Score on par with Credentialing Process Goals O. 90% of Student, Family, Staff Survey Results show positive growth (Mastery of Knowledge and Skills/Traditional Measures of Student Achievement)	F. EL Students will move toward proficiency as documented by CDELT Scores (if applicable) G. Baseline data will be established this year on EAP Scores (if applicable) H. AP Scores: 85% score 3 or higher I. Maintain EL Reclassification Rate J. Maintain 100% highly qualified teachers with no misassignments K. Maintain 100% sufficiency in standards aligned instructional materials, including ELD standards to support the implementation of adopted state standards. L. Meet 100% A-G requirements in our course offerings M. 90% of students at each grade level will show evidence of earning the majority of credits applicable to reaching graduation and credit requirements as outlined in the SAEL charter, including unduplicated students and students with exceptional needs. N. EL Implementation Review Score on par with Credentialing Process Goals O. 90% of Student, Family, Staff Survey Results show positive growth (Mastery of Knowledge and Skills/Traditional Measures of Student Achievement)

PLANNED ACTIONS / SERVICES

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

Action   **1**

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

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

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

OR

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

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

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged
Hire appropriately, highly qualified staff	Hire and retain appropriately, highly qualified staff	Hire and retain appropriately, highly qualified staff

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	739,865	Amount	824,050	Amount	859,026
Budget Reference	1000-1999: Certificated Personnel Salaries Certificated Teaching Salaries	Budget Reference	1000-1999: Certificated Personnel Salaries Certificated Teaching Salaries	Budget Reference	1000-1999: Certificated Personnel Salaries Certificated Teaching Salaries
Amount	242,766	Amount	341,370	Amount	389,453
Budget Reference	3000-3999: Employee Benefits Benefits for all staff	Budget Reference	3000-3999: Employee Benefits Benefits for all staff	Budget Reference	3000-3999: Employee Benefits Benefits for all staff
Amount	66,000	Amount	66,000	Amount	66,000
Budget Reference	Special Education Funding	Budget Reference	Special Education Funding	Budget Reference	Special Education Funding

Amount		Amount	66,000	Amount	66,000

Action **2**

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

Students to be Served

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

Location(s)

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

OR

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

Students to be Served

☒ English Learners   ☒ Foster Youth   ☒ Low Income

Scope of Services

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

Location(s)

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Staff will create and implement CCSS-aligned interdisciplinary, project-based curriculum Staff will be provided with financial support and time to invest it in the creation of this during the first year of the school	Staff will create and implement CCSS-aligned interdisciplinary, project-based curriculum Staff will be provided with financial support and time to invest it in the creation of this during the first year of the school	Staff will create and implement CCSS-aligned interdisciplinary, project-based curriculum Staff will be provided with financial support and time to invest it in the creation of this during the first year of the school

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount 55,000	Amount 55,000	Amount 55,000

Budget Reference	Contract with Expeditionary Learning	Budget Reference	Contract with Expeditionary Learning	Budget Reference	Contract with Expeditionary Learning
Amount	40,000	Amount	15,000	Amount	15,000
Budget Reference	Approved texts and curriculum materials	Budget Reference	Approved texts and curriculum materials	Budget Reference	Approved texts and curriculum materials Materials
Amount	3000	Amount	3,000	Amount	3,000
Budget Reference	Jump Rope mastery based grading program	Budget Reference	Jump Rope mastery based grading program	Budget Reference	Jump Rope mastery based grading program

Action   3

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

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

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

OR

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

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

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

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

ACTIONS/SERVICES

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

SAEL will have appropriate technology to administer SBAC testing and students and staff will be proficient in the use of this technology

Partnerships with local tech businesses will be sought and fostered to support our technology program, professional development, and opportunities for student internship

SAEL will have appropriate technology to administer SBAC testing and students and staff will be proficient in the use of this technology

Partnerships with local tech businesses will be sought and fostered to support our technology program, professional development, and opportunities for student internship

SAEL will have appropriate technology to administer SBAC testing and students and staff will be proficient in the use of this technology

Partnerships with local tech businesses will be sought and fostered to support our technology program, professional development, and opportunities for student internship

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	50,000	Amount	51,000	Amount	52,000
Budget Reference	4000-4999: Books And Supplies Technology budget	Budget Reference	4000-4999: Books And Supplies Technology budget	Budget Reference	4000-4999: Books And Supplies Technology Budget
Amount	44,000	Amount	44,000	Amount	44,000
Budget Reference	4000-4999: Books And Supplies Supplies budget	Budget Reference	4000-4999: Books And Supplies Supplies budget	Budget Reference	4000-4999: Books And Supplies Supplies Budget

Action   **4**

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

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

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

OR

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

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

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Staff will engage in professional development to enhance their understandings of the CCSS shifts and implementation of curriculum and instructional strategies that addresses those shifts.	Staff will engage in professional development to enhance their understandings of the CCSS shifts and implementation of curriculum and instructional strategies that addresses those shifts.	Staff will engage in professional development to enhance their understandings of the CCSS shifts and implementation of curriculum and instructional strategies that addresses those shifts.

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	15,000	Amount	15,000	Amount	15,000
Budget Reference	5000-5999: Services And Other Operating Expenditures Staff Conference/PD Expenses	Budget Reference	5000-5999: Services And Other Operating Expenditures Staff Conference/PD Expenses	Budget Reference	5000-5999: Services And Other Operating Expenditures Staff Conference/PD Expenses
Amount	4,000	Amount	4,000	Amount	4,000
Budget Reference	Substitute cost for teachers out on PD	Budget Reference	Substitute cost for teachers out on PD	Budget Reference	Substitute cost for teachers out on PD
Budget Reference	Regular weekly Teacher PD embedded in salaries	Budget Reference	Regular weekly Teacher PD embedded in salaries	Budget Reference	Regular weekly Teacher PD embedded in 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 2	Students and families will become CREW at SAEL and develop an ownership of the character traits and the culture that results from learning and teaching about those. Students will develop an ownership of the SAEL character traits and CREW culture. (The character traits are: Grit, Integrity, Craftsmanship, Advocacy, Collaboration, Curiosity. CREW is a class and a way of being: we are CREW, not passengers.)

State and/or Local Priorities Addressed by this goal:

STATE	☐ 1	☒ 2	☒ 3	☐ 4	☒ 5	☒ 6	☐ 7	☐ 8
COE	☐ 9	☐ 10						
LOCAL	NJUHSD Vision 2020							

Identified Need

NEED: Concerns around character development of students and the creation of a Crew mentality and realization within our entire school community along with the creation of a culture conducive to learning as identified by stakeholders input, character assessment data, and national research. (Growth Area Goals 5, 7, 10)

METRICS: JumpRope Character Log, SAEL Discipline Logs and Admin Reports, parent/student/staff surveys, suspension and expulsion rates, attendance rates, MS Drop Out Rates, HS Drop Out Rates, Course Offerings, Well-Maintained Facilities, and Parent Conferences, Meetings, and Attendance on Councils and Boards, Student Led Conference and Passage Rates

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
A. School Attendance Rates B. Chronic Absenteeism Rates C. Middle School Drop Out Rates D. High School Drop Out Rates E. High School Graduation Rates F. Pupil Suspension Rates G. Pupil Expulsion Rates H. Positive Growth Students, Family, Staff Surveys	A. 91.5% School Attendance Rates B. 20% Chronic Absenteeism Rates C. N/A Middle School Drop Out Rates D. 0% High School Drop Out Rates E. 100% High School Graduation Rates	A. 95% School Attendance Rates B. <5% Chronic Absenteeism Rates C. N/A Middle School Drop Out Rates D. <1% High School Drop Out Rates E. 99% High School Graduation Rates F. <5% Pupil Suspension Rates	A. 95% School Attendance Rates B. <2% Chronic Absenteeism Rates C. N/A Middle School Drop Out Rates D. <1% High School Drop Out Rates E. 99% High School Graduation Rates F. <5% Pupil Suspension Rates	A. 95% School Attendance Rates B. <2% Chronic Absenteeism Rates C. N/A Middle School Drop Out Rates D. <1% High School Drop Out Rates E. 99% High School Graduation Rates F. <5% Pupil Suspension Rates

I. All School Meeting and Fundraiser Attendance/Participation Rates over the year J. existence of Parent Attendance at Family and Site Council Meetings K. At least one Parent involved on SAEL Board as evidenced by membership number L. IEP, 504, Transition, SST Parent Attendance M. Sstudents Crew Mastery Grades and Character Survey results demonstrate growth on character traits N. Participation in Student Led Conferences O. Passing rate in 10th Grade Passages P. EL Implementation Review Score on par with Credentialing Process Goals Q. Monitor and maintain Exemplary/Good Overall ratings in facilities review and work with NJUHSD if there is an issue	F. 4.23% Pupil Suspension Rates G. 0% Pupil Expulsion Rates H. 84% Positive Growth Students, Family, Staff Surveys I. 100% All School Meeting and Fundraiser Attendance/Participation Rates over the year J. 100% existence of Parent Attendance at Family and Site Council Meetings K. At least one Parent involved on SAEL Board as evidenced by membership number L. 95% IEP, 504, Transition, SST Parent Attendance M. 90% of students Crew Mastery Grades and Character Survey results demonstrate growth on character traits N. 100% participation in Student Led Conferences O. 95% passing in 10th Grade Passages P. EL Implementation Review Score on par with Credentialing Process Goals Q. Monitor and maintain Exemplary/Good Overall ratings in facilities review and work with NJUHSD if there is an issue	G. <5% Pupil Expulsion Rates H. 90% Positive Growth Students, Family, Staff Surveys I. 100% All School Meeting and Fundraiser Attendance/Participation Rates over the year J. 100% existence of Parent Attendance at Family and Site Council Meetings K. At least one Parent involved on SAEL Board as evidenced by membership number L. 95% IEP, 504, Transition, SST Parent Attendance M. 90% of students Crew Mastery Grades and Character Survey results demonstrate growth on character traits N. 100% participation in Student Led Conferences O. 95% passing in 10th Grade Passages P. EL Implementation Review Score on par with Credentialing Process Goals Q. Monitor and maintain Exemplary/Good Overall ratings in facilities review and work with NJUHSD if there is an issue	G. <5% Pupil Expulsion Rates H. 90% Positive Growth Students, Family, Staff Surveys I. 100% All School Meeting and Fundraiser Attendance/Participation Rates over the year J. 100% existence of Parent Attendance at Family and Site Council Meetings K. At least one Parent involved on SAEL Board as evidenced by membership number L. 95% IEP, 504, Transition, SST Parent Attendance M. 90% of students Crew Mastery Grades and Character Survey results demonstrate growth on character traits N. 100% participation in Student Led Conferences O. 95% passing in 10th Grade Passages P. EL Implementation Review Score on par with Credentialing Process Goals Q. Monitor and maintain Exemplary/Good Overall ratings in facilities review and work with NJUHSD if there is an issue	G. <5% Pupil Expulsion Rates H. 90% Positive Growth Students, Family, Staff Surveys I. 100% All School Meeting and Fundraiser Attendance/Participation Rates over the year J. 100% existence of Parent Attendance at Family and Site Council Meetings K. At least one Parent involved on SAEL Board as evidenced by membership number L. 95% IEP, 504, Transition, SST Parent Attendance M. 90% of students Crew Mastery Grades and Character Survey results demonstrate growth on character traits N. 100% participation in Student Led Conferences O. 95% passing in 10th Grade Passages P. EL Implementation Review Score on par with Credentialing Process Goals Q. Monitor and maintain Exemplary/Good Overall ratings in facilities review and work with NJUHSD if there is an issue

PLANNED ACTIONS / SERVICES

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

Action   1

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

OR

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

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

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

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

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
SAEL will create spaces conducive to learning and collaborative work	SAEL will create spaces conducive to learning and collaborative work	SAEL will create spaces conducive to learning and collaborative work

BUDGETED EXPENDITURES

	2017-18		**2018-19**		**2019-20**
Amount	44,000	Amount	44,000	Amount	44,000
Budget Reference	4000-4999: Books And Supplies Materials and Supplies budget	Budget Reference	4000-4999: Books And Supplies Materials and Supplies budget	Budget Reference	4000-4999: Books And Supplies Materials and Supplies budget

Action **2**

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

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

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

OR

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

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

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

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
SAEL Crew Curriculum will be developed and followed to teach SAEL character traits.	SAEL Crew Curriculum will be developed and followed to teach SAEL character traits.	SAEL Crew Curriculum will be developed and followed to teach SAEL character traits.

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Budget Reference	Regular weekly Teacher PD embedded in salaries	Budget Reference	Regular weekly Teacher PD embedded in salaries	Budget Reference	Regular weekly Teacher PD embedded in salaries
Budget Reference	Teacher salaries include the teaching of a Crew class	Budget Reference	Teacher salaries include the teaching of a Crew class	Budget Reference	Teacher salaries include the teaching of a Crew class

Action **3**

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

OR

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

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

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
SAEL community events will be held to breed parent engagement and community involvement	SAEL community events will be held to breed parent engagement and community involvement	SAEL community events will be held to breed parent engagement and community involvement

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	44,000	Amount	44,000	Amount	44,000
Budget Reference	4000-4999: Books And Supplies Materials and Supplies budget	Budget Reference	4000-4999: Books And Supplies Materials and Supplies budget	Budget Reference	4000-4999: Books And Supplies Materials and Supplies budget

Action   **4**

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

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:				
Students to be Served	☒ English Learners	☒ Foster Youth	☒ Low Income	
Scope of Services	☒ LEA-wide	☐ Schoolwide	**OR**	☐ Limited to Unduplicated Student Group(s)

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

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Fieldwork and service will be regular aspects of the school program	Fieldwork and service will be regular aspects of the school program	Fieldwork and service will be regular aspects of the school program

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	15,000	Amount	20,000	Amount	20,000
Budget Reference	Fieldwork budget	Budget Reference	Fieldwork budget	Budget Reference	Fieldwork budget

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	Students will create high quality student work and a culture and ethic of excellence at SAEL.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☒ 3 ☒ 4 ☐ 5 ☒ 6 ☒ 7 ☒ 8
COE ☐ 9 ☐ 10
LOCAL NJUHSD 2020 Vision

Identified Need

NEED: Students will use their own special interests, talents, and abilities to think, reason and produce creatively. Asking students and stakeholders to value school means SAEL is asking them to value the work being done there. This is based on assessment data, stakeholder feedback, and EL Education research.
(Growth Area Goal 8 and 10)

METRIC: Course of Study, Student Transcripts, Schedule including Office Hours and Intensives, Special Education Program, EL Implementation Review, LASW and HQSW Protocol

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
A. % core staff participation in High Quality Student Work in Protocol K. % core staff participation in Looking at Student Work Protocol L. EL Implementation Review Score on par with Credentialing Process Goals M. % Positive Growth Students, Family, Staff Surveys N. % All School Meeting and Fundraiser Attendance/Participation Rates over the year	A. 100% core staff participation in High Quality Student Work in Protocol K. 100% core staff participation in Looking at Student Work Protocol L. EL Implementation Review Score on par with Credentialing Process Goals M. 84% Positive Growth Students, Family, Staff Surveys N. 100% All School Meeting and Fundraiser Attendance/Participation Rates over the year	A. 100% core staff participation in High Quality Student Work in Protocol K. 100% core staff participation in Looking at Student Work Protocol L. EL Implementation Review Score on par with Credentialing Process Goals M. 90% Positive Growth Students, Family, Staff Surveys N. 100% All School Meeting and Fundraiser Attendance/Participation Rates over the year	A. 100% core staff participation in High Quality Student Work in Protocol B. 100% core staff participation in Looking at Student Work Protocol C. EL Implementation Review Score on par with Credentialing Process Goals D. 90% Positive Growth Students, Family, Staff Surveys E. 100% All School Meeting and Fundraiser Attendance/Participation Rates over the year	A. 100% core staff participation in High Quality Student Work in Protocol B. 100% core staff participation in Looking at Student Work Protocol C. EL Implementation Review Score on par with Credentialing Process Goals D. 90% Positive Growth Students, Family, Staff Surveys E. 100% All School Meeting and Fundraiser Attendance/Participation Rates over the year

O. % IEP, 504, Transition, SST Parent Attendance P. % participation in Student Led Conferences where High Quality Work is present Q. % passing in 10th Grade Passages where High Quality Work is present R. EL Implementation Review Score on par with Credentialing Process Goals S. % of students demonstrate progress toward graduation requirements on transcripts (High Quality Student Work)	O. 95% IEP, 504, Transition, SST Parent Attendance P. 100% participation in Student Led Conferences where High Quality Work is present Q. 95% passing in 10th Grade Passages where High Quality Work is present R. EL Implementation Review Score on par with Credentialing Process Goals S. 100% of students demonstrate progress toward graduation requirements on transcripts (High Quality Student Work)	O. 95% IEP, 504, Transition, SST Parent Attendance P. 100% participation in Student Led Conferences where High Quality Work is present Q. 95% passing in 10th Grade Passages where High Quality Work is present R. EL Implementation Review Score on par with Credentialing Process Goals S. 100% of students demonstrate progress toward graduation requirements on transcripts (High Quality Student Work)	F. 95% IEP, 504, Transition, SST Parent Attendance G. 100% participation in Student Led Conferences where High Quality Work is present H. 95% passing in 10th Grade Passages where High Quality Work is present I. EL Implementation Review Score on par with Credentialing Process Goals J. 100% of students demonstrate progress toward graduation requirements on transcripts (High Quality Student Work)	F. 95% IEP, 504, Transition, SST Parent Attendance G. 100% participation in Student Led Conferences where High Quality Work is present H. 95% passing in 10th Grade Passages where High Quality Work is present I. EL Implementation Review Score on par with Credentialing Process Goals J. 100% of students demonstrate progress toward graduation requirements on transcripts (High Quality Student Work)

PLANNED ACTIONS / SERVICES

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

Action   **1**

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

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income	
Scope of Services	☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)	
Location(s)	☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:	

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Teachers will engage in professional development to learn about high quality student work, create a growth mindset, and craft Crew curriculum around craftsmanship.	Teachers will engage in professional development to learn about high quality student work, create a growth mindset, and craft Crew curriculum around craftsmanship.	Teachers will engage in professional development to learn about high quality student work, create a growth mindset, and craft Crew curriculum around craftsmanship.

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	15,000	Amount	15,000	Amount	15,000
Budget Reference	5000-5999: Services And Other Operating Expenditures Staff Conference/PD Expenses	Budget Reference	5000-5999: Services And Other Operating Expenditures Staff Conference/PD Expenses	Budget Reference	5000-5999: Services And Other Operating Expenditures Staff Conference/PD Expenses
Amount	4,000	Amount	4,000	Amount	4,000
Budget Reference	Substitute cost for teachers out on PD	Budget Reference	Substitute cost for teachers out on PD	Budget Reference	Substitute cost for teachers out on PD
Budget Reference	Regular weekly Teacher PD embedded in salaries	Budget Reference	Regular weekly Teacher PD embedded in salaries	Budget Reference	Regular weekly Teacher PD embedded in salaries

Action **2**

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

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

OR

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

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

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

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Parents and community members will attend Bi-annual Student Led Conferences Students will create portfolios demonstrating their work and growth over time Teachers will document student growth and self assessment on learning targets linked to standards	Parents and community members will attend Bi-annual Student Led Conferences Students will create portfolios demonstrating their work and growth over time Teachers will document student growth and self assessment on learning targets linked to standards	Parents and community members will attend Bi-annual Student Led Conferences Students will create portfolios demonstrating their work and growth over time Teachers will document student growth and self assessment on learning targets linked to standards

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	50,000	Amount	50,000	Amount	50,000
Budget Reference	4000-4999: Books And Supplies Tech budget	Budget Reference	4000-4999: Books And Supplies Tech budget	Budget Reference	4000-4999: Books And Supplies Tech budget
Amount	3,000	Amount	3,000	Amount	3,000
Budget Reference	5000-5999: Services And Other Operating Expenditures Jump Rope budget	Budget Reference	5000-5999: Services And Other Operating Expenditures Jump Rope budget	Budget Reference	5000-5999: Services And Other Operating Expenditures Jump Rope budget

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	Students use technology to enhance and explain their learning, to finding solutions to problems, and to show technological literacy.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☒ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8
COE ☐ 9 ☐ 10
LOCAL NJUHSD 2020 Vision in relation to specific use of Tech

Identified Need

NEED: CCSS outlines clear student goals for technological literacy and stakeholders identify this as a need for functioning in today's society/work place based on stakeholder feedback, assessment data, and the Common Core portrait of a student (Growth Area Goal 6 and 9)

METRICS: Chromebook Technology use rates, Student Led Conference and Portfolio rates of completion, SBAC testing implementation, Looking at Student Work and High Quality Student Work Protocols with rate of tech use

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
A. % of students engaged in 1:1 Chromebook program B. % of students participate in biannual Student Led Conferences C. % of students have electronic portfolios D. % of students participate fully in SBAC testing using Chromebooks E. % of student work in LASW and HQSW protocols demonstrate use of technology F. % of IEP goals involving technology use or	A. 100% of students engaged in 1:1 Chromebook program B. 100% of students participate in biannual Student Led Conferences C. 100% of students have electronic portfolios D. 100% of students participate fully in SBAC testing using Chromebooks E. 65% of student work in LASW and HQSW protocols demonstrate use of technology F. 100% of IEP goals involving technology use or	A. 100% of students engaged in 1:1 Chromebook program B. 100% of students participate in biannual Student Led Conferences C. 100% of students have electronic portfolios D. 100% of students participate fully in SBAC testing using Chromebooks E. 50% of student work in LASW and HQSW protocols demonstrate use of technology F. 100% of IEP goals involving technology use or	H. 100% of students engaged in 1:1 Chromebook program I. 100% of students participate in biannual Student Led Conferences J. 100% of students have electronic portfolios K. 100% of students participate fully in SBAC testing using Chromebooks L. 55% of student work in LASW and HQSW protocols demonstrate use of technology M. 100% of IEP goals involving technology use or	H. 100% of students engaged in 1:1 Chromebook program I. 100% of students participate in biannual Student Led Conferences J. 100% of students have electronic portfolios K. 100% of students participate fully in SBAC testing using Chromebooks L. 55% of student work in LASW and HQSW protocols demonstrate use of technology M. 100% of IEP goals involving technology use or

accommodations are implemented G. % of students without internet access at home can use their Chromebook offline (Strategic Use of Technology)	accommodations are implemented G. 100% of students without internet access at home can use their Chromebook offline (Strategic Use of Technology)	accommodations are implemented G. 100% of students without internet access at home can use their Chromebook offline (Strategic Use of Technology)	accommodations are implemented N. 100% of students without internet access at home can use their Chromebook offline (Strategic Use of Technology)	accommodations are implemented N. 100% of students without internet access at home can use their Chromebook offline (Strategic Use of Technology)

PLANNED ACTIONS / SERVICES

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

Action   **1**

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

Students to be Served

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

Location(s)

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

OR

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

Students to be Served

☒ English Learners   ☒ Foster Youth   ☒ Low Income

Scope of Services

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

Location(s)

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

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Students will have one to one Chromebooks and access to Google Apps for Education for use at home and at school	Students will have one to one Chromebooks and access to Google Apps for Education for use at home and at school	Students will have one to one Chromebooks and access to Google Apps for Education for use at home and at school

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	50,000	Amount	50,000	Amount	50,000
Budget Reference	4000-4999: Books And Supplies Tech budget	Budget Reference	4000-4999: Books And Supplies Tech budget	Budget Reference	4000-4999: Books And Supplies Tech budget
Budget Reference	Regular weekly Teacher PD embedded in salaries	Budget Reference	Regular weekly Teacher PD embedded in salaries	Budget Reference	Regular weekly Teacher PD embedded in salaries

Action   2

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

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

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

OR

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

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

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
SAEL space and rooms will be wired effectively for all students and staff to regularly and simultaneously access the internet for use on their chromebooks/lap tops with speed and efficiency	SAEL space and rooms will be wired effectively for all students and staff to regularly and simultaneously access the internet for use on their chromebooks/lap tops with speed and efficiency	SAEL space and rooms will be wired effectively for all students and staff to regularly and simultaneously access the internet for use on their chromebooks/lap tops with speed and efficiency

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount **5,300**	Amount **5,400**	Amount **5,400**
Budget Reference **5000-5999: Services And Other Operating Expenditures Internet budget**	Budget Reference **5000-5999: Services And Other Operating Expenditures Internet budget**	Budget Reference **5000-5999: Services And Other Operating Expenditures Internet budget**

Action **3**

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

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

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

OR

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

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

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Staff use technology to analyze student data to monitor progress	Staff use technology to analyze student data to monitor progress	Staff use technology to analyze student data to monitor progress

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20

Amount	57,600	Amount	59,000	Amount	59,000
Budget Reference	5000-5999: Services And Other Operating Expenditures CSMC including Powerschool and Calpads reporting	Budget Reference	5000-5999: Services And Other Operating Expenditures CSMC including Powerschool and Calpads reporting	Budget Reference	5000-5999: Services And Other Operating Expenditures CSMC including Powerschool and Calpads reporting
Amount	3,000	Amount	3,000	Amount	3,000
Budget Reference	5000-5999: Services And Other Operating Expenditures JumpRope mastery based grading program	Budget Reference	5000-5999: Services And Other Operating Expenditures JumpRope mastery based grading program	Budget Reference	5000-5999: Services And Other Operating Expenditures JumpRope mastery based grading program

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

☐ New	☒ Modified	☐ Unchanged

Goal 5	Students will meet all the graduation requirements for SAEL to ensure all doors are open to them upon graduation (ie. Four year college, trade school, military or military academy, gap year program, etc)

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☒ 3 ☒ 4 ☒ 5 ☒ 6 ☒ 7 ☒ 8

COE ☒ 9 ☒ 10

LOCAL **Specifically College and Career Readiness in NJUHSD 2020 Vision**

Identified Need

NEED: Students are not always pushed to have every available opportunity when they graduate high school as evidenced by stakeholder concern for the quality of the support from local education agencies for guidance in the college and beyond process based on assessment data, WASC feedback, and stakeholder feedback (Growth Area Goal 9 and 10)

METRIC: WASC Accreditation status, A-G class certifications, Student Transcripts, NCAA Course Requirements met, CAASPP Passage rates,

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
A. Maintain WASC Accreditation B. Maintain A-G class certification C. Maintain NCAA class certifications D. Student Transcripts demonstrate 100% of students on track to graduate to meet UC/CSU requirements E. Meet or exceed CAASPP passage rates of the local comparables/district (if applicable) F. SBAC ELA: % proficient G. SBAC MATH: % proficient	A. Maintained WASC Accreditation B. Maintained A-G class certification C. Maintained NCAA class certifications D. Student Transcripts demonstrate 100% of students on track to graduate to meet UC/CSU requirements E. Meet or exceed CAASPP passage rates of the local comparables/district (if applicable) F. SBAC ELA: 20% proficient	A. Maintain WASC Accreditation B. Maintain A-G class certification C. Maintain NCAA class certifications D. Student Transcripts demonstrate 100% of students on track to graduate to meet UC/CSU requirements E. Meet or exceed CAASPP passage rates of the local comparables/district (if applicable) F. SBAC ELA: 80% proficient G. SBAC MATH: 80% proficient	A. Maintain WASC Accreditation B. Maintain A-G class certification C. Maintain NCAA class certifications D. Student Transcripts demonstrate 100% of students on track to graduate to meet UC/CSU requirements E. Meet or exceed CAASPP passage rates of the local comparables/district (if applicable) F. SBAC ELA: 85% proficient G. SBAC MATH: 85% proficient	A. Maintain WASC Accreditation B. Maintain A-G class certification C. Maintain NCAA class certifications D. Student Transcripts demonstrate 100% of students on track to graduate to meet UC/CSU requirements E. Meet or exceed CAASPP passage rates of the local comparables/district (if applicable) F. SBAC ELA: 90% proficient G. SBAC MATH: 90% proficient

H. % of graduating seniors applied to college of their choice I. % of graduating seniors accepted into a college or other specific program of their choice J. % "Prepared" and 20% approaching prepared according to new College and Career Indicator in LCFF rubrics K. Average AP test score (College and Career Readiness)	G. SBAC MATH: 20% proficient H. 100% of graduating seniors applied to college of their choice I. 100% of graduating seniors accepted into a college or other specific program of their choice J. TBD% "Prepared" and TBD% approaching prepared according to new College and Career Indicator in LCFF rubrics-- waiting on AP test scores for this first senior class K. Current 4.5 as average AP test score (College and Career Readiness)	H. 100% of graduating seniors applied to college of their choice I. 100% of graduating seniors accepted into a college or other specific program of their choice J. 80% "Prepared" and 20% approaching prepared according to new College and Career Indicator in LCFF rubrics K. 3 as average AP test score (College and Career Readiness)	H. 100% of graduating seniors applied to college of their choice I. 100% of graduating seniors accepted into a college or other specific program of their choice J. 80% "Prepared" and 20% approaching prepared according to new College and Career Indicator in LCFF rubrics K. 3 as average AP test score (College and Career Readiness)	H. 100% of graduating seniors applied to college of their choice I. 100% of graduating seniors accepted into a college or other specific program of their choice J. 80% "Prepared" and 20% approaching prepared according to new College and Career Indicator in LCFF rubrics K. 3 as average AP test score (College and Career Readiness)

PLANNED ACTIONS / SERVICES

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

Action   **1**

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

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

OR

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

Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
SAEL staff will support the WASC accreditation and certification of SAEL courses as A-G, along with offering appropriate AP coursework	SAEL staff will support the WASC accreditation and certification of SAEL courses as A-G, along with offering appropriate AP coursework	SAEL staff will support the WASC accreditation and certification of SAEL courses as A-G, along with offering appropriate AP coursework

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Budget Reference	Budget Reference	Budget Reference
Teacher PD embedded in teacher salaries	Teacher PD embedded in teacher salaries	Teacher PD embedded in teacher salaries

Action 2

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

Students to be Served

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

Location(s)

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

OR

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

Students to be Served

☒ English Learners ☒ Foster Youth ☒ Low Income

Scope of Services

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

Location(s)

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

ACTIONS/SERVICES

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

| Students will engage in field work that provides access to and opportunities for experiences that ensure college and career readiness | Students will engage in field work that provides access to and opportunities for experiences that ensure college and career readiness | Students will engage in field work that provides access to and opportunities for experiences that ensure college and career readiness |

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	20,000	Amount	20,000	Amount	20,000
Budget Reference	Fieldwork budget	Budget Reference	Fieldwork budget	Budget Reference	Fieldwork budget

Action **3**

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

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

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

OR

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

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

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

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

ACTIONS/SERVICES

2017-18			**2018-19**			**2019-20**		
☐ New	☐ Modified	☒ Unchanged	☐ New	☐ Modified	☒ Unchanged	☐ New	☐ Modified	☒ Unchanged
Student progress toward mastery of learning targets tied to CCSS will be monitored and analyzed			Student progress toward mastery of learning targets tied to CCSS will be monitored and analyzed			Student progress toward mastery of learning targets tied to CCSS will be monitored and analyzed		

Parents are provided with regular access to the Jump Rope gradebook parent portal	Parents are provided with regular access to the Jump Rope gradebook parent portal	Parents are provided with regular access to the Jump Rope gradebook parent portal

BUDGETED EXPENDITURES

2017-18	**2018-19**	**2019-20**
Amount	3,000	Amount	3,000	Amount	3,000

Budget Reference	5000-5999: Services And Other Operating Expenditures Jump Rope budget	Budget Reference	5000-5999: Services And Other Operating Expenditures Jump Rope budget	Budget Reference	5000-5999: Services And Other Operating Expenditures Jump Rope budget

Action 4

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

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

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

OR

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

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

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

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

ACTIONS/SERVICES

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

The SAEL website and calendar will stay up to date with opportunities for family engagement in the college and career process	The SAEL website and calendar will stay up to date with opportunities for family engagement in the college and career process	The SAEL website and calendar will stay up to date with opportunities for family engagement in the college and career process

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	200	Amount	200	Amount	200
Budget Reference	Yola website budget	Budget Reference	Yola website budget	Budget Reference	Yola website budget
Budget Reference	Google Apps for Education	Budget Reference	Google Apps for Education	Budget Reference	Google Apps for Education
Budget Reference	Facebook site	Budget Reference	Facebook site	Budget Reference	Facebook site

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

☐ New	☐ Modified	☐ Unchanged

Goal 6	

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

Identified Need	

EXPECTED ANNUAL MEASURABLE OUTCOMES

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

PLANNED ACTIONS / SERVICES

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

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 7

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

EXPECTED ANNUAL MEASURABLE OUTCOMES

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

PLANNED ACTIONS / SERVICES

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

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 8

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

Identified Need	

EXPECTED ANNUAL MEASURABLE OUTCOMES

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

PLANNED ACTIONS / SERVICES

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

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 9

State and/or Local Priorities Addressed by this goal:

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

Identified Need

EXPECTED ANNUAL MEASURABLE OUTCOMES

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

PLANNED ACTIONS / SERVICES

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

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 10

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL

Identified Need

EXPECTED ANNUAL MEASURABLE OUTCOMES

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

PLANNED ACTIONS / SERVICES

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

Demonstration of Increased or Improved Services for Unduplicated Pupils

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

Estimated Supplemental and Concentration Grant Funds: $85,310   Percentage to Increase or Improve Services: 5.22%

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

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

Our full time Guidance Counselor and Character Dean both have become more experienced and have engaged in trainings throughout the 16-17 school year to increase the amount and effectiveness of their interventions. They will also continue to engage in off site professional development to increase their ability to serve our students. They will be providing services to approximately 200 students with more targeted interventions when needed. We are increasing from a part time Resource Specialist to a full time Resource Specialist, while still keeping a second part time Resource Specialist on staff. The Senior Project is becoming more robust with more instructional minutes dedicated to it and this class allows for more time for students to get support on site for engaging in the college process. Crew Advisors are preserved on a 16:1 student to teacher ratio. Our first Final Word (the final Student Led Conference) and first Graduation happened this school year with 100% graduation rates. This happened for a first senior class of 13 students. We anticipate about 30 seniors next school year which means a 50% increase in the services provided to ensure 100% graduation rate with eligibility to the UC system and 100% college application and acceptance rate.

It is most effective to provide unduplicated students with access to Guidance support, Character support, and support in the college process. By increasing the effectiveness of those supports with more experienced Guidance Counselors, Deans, and teachers who have engaged in professional development to support all students, this will help unduplicated students gain access to even more effective services. Interventions can be more targeted and do more good. In addition, our Resource Specialist moving to full time means there will be more time and energy that can be spent in identifying students who may have special needs through the IEP, 504, and SST processes. Any unduplicated student who may need to engage with these services has even more support now that we have someone full time as a Resource Specialist instead of just two part time Resource Specialists. The Senior Project involves all the steps to completing the college process. With a more robust process and more accountability in this class, all students, especially unduplicated students who can often be the first in their families to go to college or who have been given the opportunity to access college can be served and supported in navigating the application process, FAFSA, and the entire admissions process.

Revised Local Control and Accountability Plan and Annual Update Template Instructions

[Addendum](#)

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

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

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

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

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

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

Instructions: Linked Table of Contents

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

Plan Summary

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

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

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

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

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

Budget Summary

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

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

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

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

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

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

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

Stakeholder Engagement

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

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

> **Instructions:** The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, mark the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.
>
> > **School districts and county offices of education:** Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.
> >
> > **Charter schools:** Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.
>
> Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

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

> **School districts and county offices of education:** The LCAP is a three-year plan, which is reviewed and updated annually, as required.
>
> **Charter schools:** The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

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

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

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

> ### Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

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

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

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

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

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

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

- Check "Unchanged" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.

  o If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may check "Unchanged" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

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

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

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

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

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

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

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

State Priorities

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

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

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

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

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

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

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

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

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

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

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

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

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

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

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

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

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

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

    (2) The total number of cohort members.

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

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

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

    (2) The total number of cohort members.

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

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

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

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

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

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

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

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

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

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

Guiding Questions: Goals, Actions, and Services

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

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	**2016-17 Annual Update Budgeted**	**2016-17 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
All Funding Sources	1,288,450.00	1,164,500.00	1,573,731.00	1,805,020.00	1,889,079.00	5,267,830.00
	1,288,450.00	1,164,500.00	1,573,731.00	1,805,020.00	1,889,079.00	5,267,830.00

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

Total Expenditures by Object Type						
Object Type	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	1,288,450.00	1,164,500.00	1,573,731.00	1,805,020.00	1,889,079.00	5,267,830.00
	348,950.00	360,922.00	207,200.00	253,200.00	253,200.00	713,600.00
1000-1999: Certificated Personnel Salaries	588,000.00	480,877.00	739,865.00	824,050.00	859,026.00	2,422,941.00
3000-3999: Employee Benefits	220,000.00	200,000.00	242,766.00	341,370.00	389,453.00	973,589.00
4000-4999: Books And Supplies	96,500.00	87,701.00	282,000.00	283,000.00	284,000.00	849,000.00
5000-5999: Services And Other Operating Expenditures	35,000.00	35,000.00	101,900.00	103,400.00	103,400.00	308,700.00

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

		Total Expenditures by Object Type and Funding Source					
Object Type	Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	1,288,450.00	1,164,500.00	1,573,731.00	1,805,020.00	1,889,079.00	5,267,830.00
		348,950.00	360,922.00	207,200.00	253,200.00	253,200.00	713,600.00
1000-1999: Certificated Personnel Salaries		588,000.00	480,877.00	739,865.00	824,050.00	859,026.00	2,422,941.00
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4000-4999: Books And Supplies		96,500.00	87,701.00	282,000.00	283,000.00	284,000.00	849,000.00
5000-5999: Services And Other Operating Expenditures		35,000.00	35,000.00	101,900.00	103,400.00	103,400.00	308,700.00

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

Total Expenditures by Goal				
Goal	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	1,259,631.00	1,484,420.00	1,568,479.00	4,312,530.00
Goal 2	103,000.00	108,000.00	108,000.00	319,000.00
Goal 3	72,000.00	72,000.00	72,000.00	216,000.00
Goal 4	115,900.00	117,400.00	117,400.00	350,700.00
Goal 5	23,200.00	23,200.00	23,200.00	69,600.00

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